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TRUE MEN

God give us men! a time like this demands
Strong minds, great hearts, true faith, and ready
hands:

Men whom the lust of office does not kill,
Men whom the spoils of office cannot buy;
Men who possess opinions and a will;
Men who have honor—men who will not lie;
Men who can stand before a demagog
And scorn his treacherous flatteries without winking;
Tall men, sun-crowned, who live above the fog
In public duty and in private thinking—
For while the rabble, with their thumb-worn creeds,
Their large professions, and their little deeds,
Mingle in selfish strife, lo! Freedom weeps,
Wrong rules the land, and waiting Justice sleeps!

—J. G. Holland.

Editorial

ARTHUR HENRY CHAMBERLAIN

The coming legislature will, no doubt, attempt some far-reaching and constructive educational legislation. In the matter of the Reorganization of the State Board of Education, there
A REORGANIZED STATE BOARD are many men of many minds putting forward each his ideas as to how the Board should be composed, of how many it should consist, where the appointive power should lie, what should be the compensation of the members, for how long their terms, and what their duties. It is to be hoped that all of these legislators are honestly looking toward the improvement of the educational situation in this State. Certain it is that some of them are taking advice and counsel of men and women who have made a study of conditions, east and west, and should know something of the needs of California.

One of the great difficulties is, and has been, that some of our legislators "go it blind." They do not realize that for half a century States to the east of us have been wrestling with many of the problems that now confront us, and that in some States, a solution or partial solution has been reached. It is not necessary that California should follow the lead of her sister States. But common sense and good judgment dictate that we should take advice of those who have gone through the same "slough of despond" that has spread itself out before us. All bills to be presented at this session of the legislature are not yet in such shape as to be commented upon. Some things, however, may be said.

MAIN FEATURES OF BILL NEEDED

The State Board of Education should be appointed by the Governor. It should be composed of not less than five or more than seven members. Neither sex, geography, nor political or religious affiliation should play any part in the selection of these members. They should be non-salaried, with only traveling and living expenses paid, while in attendance at meetings. The Board should be non-professional in character. The members should serve for a considerable period of years, seven perhaps, and, following the first appointment, no Governor should name a majority of the members.

A bill otherwise satisfactory and embodying all of the foregoing points, but including a per diem for members would not necessarily prove it to be a bad bill. In some states where such a board exists and where the school system is on a high plane of efficiency, a small per diem is paid. Ten dollars per day, or a total of \$100 paid in a lump sum, should be the maximum. However, as the State Board need meet but once or twice yearly and then for a short session only, there should be a sufficient number of competent men and women who would be glad to serve the State without compensation, in a capacity, than which there is no other with more dignity attached to it.

THE BOYNTON MEASURE

Of the bills proposed to date, the one that will best meet the needs of our State is known as the Boynton Bill. The framers of all other bills relating to the State Board of Education should cast their influence for the Boynton measure. In point of fact the main features of this bill were advocated by many teachers months past. The Commonwealth Club of San Francisco, through its educational committee, was in no small degree responsible for the measure, and Dr. David P. Barrows and his co-workers have given long and earnest thought to it. All in all, the placing of this measure upon our statute books will give to California a dignity and standing in the educational world.

Let teachers and school officers watch closely the work of the legislature. Between the two legislative sessions there is a recess of thirty days. Let them scan the bills carefully and counsel with their representatives and those who have the bills in hand, that the very strongest measures may be supported. California can not now afford to make a mistake which it will require years to eradicate. We are confronted by a condition and not a theory. *We have* provided for a state system of free textbooks. *We have* by vote of the people swept our State Board of Education out of existence. It is quite evident that when the storm of battle clears away, we shall find provision made for a new State Board. If provision is made for the appointment of the Commissioner of Education by the Board, the present incumbent in the office of Superintendent of Public Instruction should in no wise be affected. In this regard the Boynton amendment well provides that it shall not be effective until January, 1915.

This will not only give ample opportunity for readjustment but will work no violence upon the state office and will secure to our schools the constant and careful oversight of our present Superintendent.

Every care should be taken to safeguard that institution, the public school, which means more than all else to the life of our people. We want a school organization that shall be economic; we want one that shall be free from politics and graft; we want one that shall consider the best interests of the individual from the time he enters the kindergarten until he leaves the highest station in his university career. Above all, we want a school organization that shall be modern, efficient, educational.

The time is past for the discussion of the necessity for a retirement salary for teachers. The teaching body of this state is practically united upon one point, namely, it favors the passage of a bill at the next legislature providing for such retirement salary. When two years ago the bill which passed both houses failed to receive the Governor's signature there were good and sufficient reasons therefore. Now, as then, there is not unanimity of agreement as to all of the details involved in the bill that should be drawn. There may be difference of opinion as to amount of salary or whether there should be a flat rate or sliding scale. Teachers all agree, however, that this session of the legislature should not adjourn without placing upon the statute books some measure that provides retirement for those who have borne the burden in the heat of the day.

Here again let every teacher in the State of California watch closely the bills as they appear. Let them counsel personally not only with those who introduce the bills, but with their own representatives, to the end that the best possible measure shall be passed and that shall place California upon the educational map in this regard. If taxpayers and legislators understand thoroughly that the retirement salary is not so much a pension provided in the interest of a particular class, but is rather a direct protection to our schools and our children, they will not long hesitate. Such measures will tend to secure and hold to the profession the most superior men and women, and will relieve them of care and anxiety such that the return to the schools, in terms of economic and social service, will repay the State a hundred fold.

For well on toward a score of months, no topic has occupied the thought of the educational public more than has that of the Montessori Method in education. Books have been published, articles in the magazines have been numerous, and from every educational platform there has been presented the merits of the Montessori system. A considerable number of American teachers have gone to Italy to study under the remarkable woman, Madame Montessori, that they might at first hand secure a thorough understanding of the means and results to come from the introduction into the primary school of this method.

That this magazine has said but little upon the Montessori system does not argue it has been blind to the movement. Truth to tell, in all the array of magazine articles, there has been very little indeed that is new or illuminating. The American educational system is criticised in many quarters as being obsolete, non-progressive, inefficient. It would sometimes appear, in contradistinction to this view, that we are too prone to accept every new educational theory that appears on the horizon as the *sine qua non* in education. Now that the glamour attaching to the movement has worn away, we may with profit consider the Montessori plan.

In presenting in this issue the first installment of Dr. Boone's article, we feel that here is something that should be read by every teacher, every school trustee, every father and mother in the state of California. Dr. Boone states clearly and frankly, not only the advantages of the system, but its weaknesses as well. He shows plainly that while there are many excellent features in the system, that many of the ideas put forward are in no sense new. The modern kindergarten, containing as it does some of the very foundation principles in the better education of the day, contains also notions antiquated and moth-eaten. Many of Madame Montessori's ideas have long been part and parcel of our kindergarten scheme, and other elements in the system have either been discarded or are clung to without rhyme or reason.

There are, however, elements of strength in this partly new, partly old method, and these should be thankfully taken into our plan of education. Weigh the evidence and act accordingly.

The National Superintendents' Convention which holds its annual meeting at Philadelphia February 25th to 28th, is undoubtedly to prove one of the great meetings not only of the year but of all years. This annual gathering of leaders from every corner of our country is a clearing house of educational ideas. Here are discussed the most fundamental problems, not in an out-of-hand manner, but by those who, the country over, are the best prepared in their several fields.

More and more boards of education are coming to realize the importance of these annual meetings. They are in no sense junketing trips and superintendents and leaders generally can ill afford to miss them. Many a board of education has long realized their importance and is not only willing but anxious that the superintendent should attend with fare and expenses paid. As a matter of fact, there is not a school system in the country that can afford to keep its superintendent away from one of these meetings. It is to be hoped that the coming session at Philadelphia will welcome many new faces and that the smaller cities of the country will send as representatives the superintendents and supervisors. The help and inspiration to be gained along lines of organization, administration and the modernizing of the school generally will many times repay the expenditure.

Not alone boards of education, but many superintendents and heads of school systems have yet to learn that there is more constructive work for these latter to do than to occupy an office chair and turn off clerical work. If more of the administrators' time were spent in the field and at conventions, instead of acting as secretary or "doing politics," our schools would gain thereby.

The National Education Association of the United States has done and is doing a wonderful work. Through careful direction and wise investment, the permanent fund has grown from year to year until it is now well up toward the \$200,000 mark. Unselfish and progressive men and women have, as officers and members of this great body, brought it to its present state. From time to time appropriations have been made from

the permanent fund to carry forward investigations that otherwise could not have been made. The reports of the various committees of this association upon the training of teachers, industrial education, geography in the schools, and other important topics, have been of the greatest importance and have pointed the way to the most far-reaching improvements in our system of education.

A plan has been recently launched looking toward a nation-wide campaign to raise \$1,000,000 as a permanent interest bearing fund to be used to advance the cause of public education. This will prove of the greatest material benefit to the United States. It is expected that every state, county, city and village will take active part in this campaign. With a half million teachers, twenty-five million pupils, and well on toward one hundred million people, young and old, in the United States, all of whom should be interested, this movement should be rapidly pushed to success.

For the work it is called upon to do the National Education Association must have an annual income of \$50,000. Hon. Thos. W. Bicknell, who, at the Madison meeting in 1884, was president of the association, suggested at the Chicago meeting July last, the plan that should be followed. His interest and effort have been secured by the officers of the N. E. A. and his promise to direct the task is in itself a guarantee of success. Let teachers, school officers and tax-payers not only respond to the call issued by the N. E. A. but use every effort to interest those of large financial means to push to a successful termination this great work.

Teachers should acquaint themselves with educational happenings and progress throughout the country. An excellent method of so doing is through the columns of educational journals. No
THE progressive teacher can afford to read simply the
EDUCATIONAL official school periodical of her own state and "let it
JOURNAL go at that."

The educational journal has a distinct mission. It should be a clearing house of ideas; it should help to shape public opinion; it should place new and useful material before its readers; it should be unhampered by tradition, by educational bias, or by affiliation of any sort whatsoever. It should be constructive, and should show the result of fruitful experience and well balanced thought, rather than that of paste pot and shears.

THE MONTESSORI METHOD

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THIS has been a year, and we are living in a period that, notwithstanding our matter-of-fact ways, and a dominant economic interest, gives itself with surprising facility to iconoclastic movements and hero-worshipping enthusiasm. Let a seer preach vocational guidance, and with almost one accord, without in the least appreciating the social conditions involved, we begin reorganizing our school courses and exploiting the children to the new gospel. Dr. Montessori writes fascinatingly of her successful application of the methods of Itard and Edouard Seguin in personalizing French Idiots, and, with an abounding mother heart, sees the whole world of the less-feeble-minded following in the one path, and publishes her faith, and straightway a band of disciples is ready to avow there is no other way.

It may be well to enumerate the principal literature on the method. Because of the frequent references to be made in this paper to the work of Edouard Seguin, it should be mentioned that his monumental work, first published in 1866, was reprinted in the Teachers' College Record in 1907. Two years later, September, 1909, Miss Maude G. May appeared in the London Journal of Education on "The Montessori Method." The year following, May 20, 1910, William H. Burnham, in the magazine "Science," discussed the "Group as a stimulus to Mental Activity," that should be read in connection with any study of the merits of the Montessori Method. Then came the series of articles in McClure's Magazine, by Josephine Lozier,— "The Montessori Method," May, 1911; "The Montessori Schools in Rome," December, 1911; "The Montessori Apparatus," January, 1912; and, in the meantime an article by the same writer in the Fortnightly Review, August, 1911, entitled "The Educational Wonder-Worker." In October of the same year (1911) appeared an interesting discussion under the caption of "The Rediscovery of the Ten Fingers," in Current Literature. In December, 1911, also, Miss Theodate L. Smith gave a graphic and appreciative characterization of "Dr. Montessori and Her Houses of Childhood," in the Pedagog-

*Read before the Elementary Section of the State Teachers' Association held in San Francisco, January 1, 1913.

ical Seminary. R. R. Reeder, in "The Survey," January 20, 1912, had an article on "The Montessori Method of Educating Children." In the *Elementary School Teacher* for February, 1912, Ellen G. Stevens ventured a comparison of "Montessori and Froebel." Anna Tolman Smith, in *Current Literature*, about the same time (March, 1912), discussed what she called the "Movement to Revolutionize Education." In May and June following, an article on the "Montessori Method" appeared in *The Educational Review* (May, 1912); *The Dial*, May 16, 1912; and in the *Nation*, June 6, 1912. In McClure's, for June, 1912, Miss Anna E. George described "The First Montessori School in America." Of a little more critical character was an answer to the question "What is the Montessori Method?" by S. M. Gruenberg, in the *Scientific American*, for June 22, 1912. Following quickly her description of the school upon the Hudson, Miss George, in the July, 1912, *Good Housekeeping*, wrote of "Dr. Montessori, Her Achievement and Personality." In the *Contemporary Review*, September, 1912, Mr. Herbert Burrows wrote of "Spontaneous Education—The Montessori Method." Another comparative study appeared in an article, in the *Elementary Teacher*, for October, 1912, by Luella A. Palmer, on "Montessori and Froebelian Materials and Methods." Among the more pretentious publications on the subject are: a 1912 Bulletin by the U. S. Bureau of Education, from Anna Tolman Smith; Miss George's authorized translation of the "Montessori Method"; Theodate L. Smith's "The Montessori System in Theory and Practice" (published by Harpers); "The Montessori Mother," by Dorothy Canfield Fisher, and "The Montessori Kindergarten," a twenty-page appendix to "The Normal Child and Primary Education," by Beatrice Gasell.

As is apparent from this hastily gathered summary of the Montessori literature, it may be said with some justice that it was through the McClure articles, that the system first became known to American readers, and, in particular, to teachers. By these contributions and others during the autumn of 1911, and the following winter, Dr. Montessori was heralded as "*The Educational Wonder-Worker*," and there were those who were ready to admit that maybe a royal road to learning had at last been discovered.

In addition to the literature here inventoried, there should be noted the occasional articles on one or another phase of the Montessori movement in weekly papers and the general news press, descriptive of the work, seldom critical of the system, and altogether second-hand comments; but serving to give publicity to the enterprise.

For Dr. Montessori's astonishing success in opening up darkened minds, let it be understood that the writer of this paper withholds no meed of praise. It is a mark of genius to be able to use the simplest means for large and wholesome achievements. Yet, in her most distinct successes was there anything more remarkable than Dr. Seguin described in his Vienna Exposition Report in 1873, and than he had himself accomplished with idiot children almost a generation before Rome's modern "Houses of Childhood"? Moreover (I quote from Supt. Holmes, Rhode Island), "these methods have long been in use in many of the better schools for the training of feeble-minded children both in America and in Europe. Mention may be made of the excellent course of study of the Bancroft Training School of Haddonfield, New Jersey, in which Miss Bancroft and Dr. Farrington have worked out a graded curriculum for the training and development of subnormal children. Their course in sense training is especially valuable, recognizing the same processes, employing the same methods, and using much of the same material as Dr. Montessori describes. Such schools as those at Vineland, New Jersey, and at Waverly, Massachusetts, using the Seguin method, and of which latter school Dr. Seguin was once head, and much of whose Didactic material is identical with that of Dr. Montessori; and where Dr. Goddard and Dr. Fernald have worked out scientific methods of training defective children, should not be forgotten when we would pay tribute to a newcomer in this field of education." After all reasonable allowances have been subtracted, however, there is yet a large remainder of distinctively original success in the treatment of the sub-normal spirit, by this interesting, scholarly Italian teacher.

Dr. Marie Montessori is a remarkable woman; a close student of many-sided and serious interest; having added to a rich and extended medical education, years of study in the fields of philosophy, science and pedagogy, in the Universities of Rome, Turin and Naples; and valuable and interesting studies in "Pedagogical Anthropology"; assist-

ant, as an interne in the Psychiatric Clinic, of the University of Rome; studied and translated Seguin's 600 pages on the "Treatment of Idiocy"; made a specialty of, and became authority on children's diseases, especially organic and sense defects; had her addresses before Italian medical and pedagogical congresses enthusiastically received; gave a course of lectures to the teachers of Rome on the "Education of Feeble-Minded Children" (1898), starting a movement which grew into the State Orthophrenic School, for hopelessly deficient children taken from the elementary schools; had service in a Medical Pedagogical Institute, for the treatment of Idiot Children gathered from the insane asylums; and long a student of remedial pedagogy: Dr. Montessori is one of the masters even in her own professional group. There is no occasion to belittle what she has already accomplished. *Without* the book on the Montessori Method, possibly in spite of it, her successes are enough to give her lasting fame.

To those of you who have read what has been published in this country, or in her own Italy, and especially the authorized translation into English, by Miss Anna E. George, and published barely six months ago, by The Frederick A. Stokes Co. of New York, it is needed only to recall to your attention the earlier services of Itard (1775-1838) and his somewhat free lance and independent follower, Edouard Seguin (1812-1875), as furnishing the starting point and background for *their* follower, Dr. Montessori.

She speaks of her didactic material as having been devised under an inspiration from studying the work of these two men. "My work has not been in any way an application, pure and simple, of the methods of Seguin to young children," she says; but adds, "it is none the less true, that underlying these two years of trial, there is a basis of experiment which goes back to the days of the French Revolution, and which represents the earnest work of the lives of Itard and Seguin." And elsewhere she says: "For ten years I not only made practical experiments according to their method, but through reverent meditation absorbed the works of these noble and consecrated men, who have left to humanity most vital proof of their obscure heroism"; and calls her work "a summing up of the forty years of work done by Itard and Seguin."

So much for the source of her inspiration, and, incidentally, of her one divine purpose, to bring life, and more abundant life to darkened intellects. Itard's success with the 12-year-old "Wild Boy" captured in the forest of Aveyron of which he wrote a two-volume report, "The Education of a Human Savage," in 1807; and Seguin's Idiot Boy whom he brought to self-helpfulness; were examples to her vivid imagination, and her all-embracing apostolic zeal, of what might be accomplished in all undeveloped minds. Before his death in 1875, Seguin had come to speak (as in his latest book), not of the "Education of Idiots,"—"as if the method were special to them," says Dr. Montessori, but "Of idiocy treated by a physiological method." The foundation had already been laid for Dr. Montessori's conception that "during the period of early infancy, the child who has not the force to develop and he who is not yet developed, are in some ways alike"; whence it was but a step to the notion that because the processes are the same, a method or device that is suited to the ill-nourished, unstimulated, unenergized mind of the born-short, would be equally suited (maybe necessary) to the treatment of the normal child of the same age, or to all children of whatever age: that the steps in freeing a door are the same if the lock be new and well-oiled or if it be rust-bound with inelastic springs. To the practical mind, this would seem to be a *non sequitur*.

Now, reaffirming the soundness of the method for the treatment of the mentally defective of whatever age, where the will is weak, and initiative lacking; where the senses make uncertain reports, and the responses are erratic; where the stimulus is so nearly always below the effective threshold; where experiences hang together but loosely; and where interests are few, and the tendencies to variation are limited;—turning to the children which most of us know best, what is Dr. Montessori's contribution to *our* task with personalities in whom the will is strong (only lacking direction); the initiative equal to keeping an entire family busy; in whom the senses are active and the responses instant; in whom experiences tend to integrate, whose interests are many and intensely objective, and who can and do, unlike the brutes and the mentally weak, think things in manifold unexpected ways?

This is really the only question involved in a consideration of the "Method" as it appeals to us: what can it do for normal children?

What are its merits, and its dangers? For it is very evident that it includes both possibilities. It may be a new gospel to teachers of the poorly nourished youngest children, of weak responses, below the normal in suggestibility, of stolid inertia, and weak instincts. In the present first flush of the movement for schools to reach the mentally, morally and physically deficient children, exceptional in any way, below the normal threshold, the method should prove to be a stimulative guide. What may be expected from its use with a child of fairly active mind, or better, mentally alert to this "great, round, wonderful, beautiful world," whose changing phases catch attention, whose instinctive activities are imperious, and whose functional reactions are immediate?

Aside from teaching the very little ones to read and write,—converging attention upon symbols rather than things, and which has a doubtful advantage, there seem to be but three contentions that call for critical consideration.

1. The method practically discards teaching children in groups; thus making explicit in her system what has been implicit in the best American school theory for a generation. If the Montessori practice be found better than in the American public schools, the principal reason may be found in the fact that the number of children to each directress is about half what each public school teacher in this country has; or that the Houses of Childhood have the children with them eight hours a day (in summer she recommended a ten-hour day), against our four to five hours; or that every teacher (directress) is a picked, trained guide.

2. There is provided separate training for typical functions, isolating sensory, motor, and intellectual functions, respectively; and every separate phase of each function isolated from its fellow, as once we had separate language lessons dissociated from any natural school or life content.

3. It is founded upon a radical conception of liberty for the learner, divorced from the saving experience and far-seeing guidance of adult companions. "Observe the child, in his instinctive activities, but keep guiding hands off."

4. As a supplementary fact of interest may be mentioned the depreciation, or half-hearted endorsement of games,—in her reference to "games and foolish stories."

Of the first of these, the rejection of the collective (class) exercise, there are two implications: (1) an emphasis put upon the individuation of function and need, even with the youngest children; and (2) that training in individuality cannot be reached through group work. There are, moreover, certain corollaries either directly developed from these, or implied in her explanations. There is the ever-present notion that the first need of *her* children was the arousing of initiative, and the assumption that this cannot come through co-operative activity. Another corollary from her argument is that such sharing of activities with others of like interest, is restrictive, primarily, not stimulating. A third observation upon this point is that, with the class of young children with whom she had to deal, these implications and corollaries may all be, in a measure, true, and yet not have the validity of a general law. Her generalizations have all been made, according to her own narrative, upon either a particular race of children upon whom for generations the dominance of group authority has been evident to an excessive degree; or among the feeble of mind in whose treatment everybody recognizes the individual stimulation as being vitally important.

Let it be premised that Dr. Montessori sees clearly enough the basic character of personal interest and the personal response; and with equal clearness, sees the value, in later years, of socialized responses, i. e., activities that are individual, yet take others into account. She says (p. 42): "I had long wished to experiment with the methods for deficient, in a first elementary class of normal children." The chance came to her in a class of children from the tenement house districts in Rome, whom, however, she characterizes as "perfectly normal"; forgetting, or overlooking, the centuries of repression to which such families have been subjected.

She speaks of "seating children in rows, each little one in a place, and requiring them to sit, quietly observant of the order of the whole class as an assemblage," as, later, "the starting point of collective education." (p. 93.) What is wanted, it would seem, is not this repressed, negative sharing in a common *state*, but a sharing is not this repressed, negative sharing in a common *state*, but a sharing in activities; not to "sit quietly observant," but to join in co-operative effort. Elsewhere she affirms (p. 107), "In the first days of the

school, the children do not learn the idea of collective order; . . . such lessons, indeed, will always be very rare, since the children, being free, are not obliged to remain in their places, quiet and ready to listen to the teacher, or to watch what she is doing. . . . The collective lessons, in fact, are of very secondary importance, and have been almost abolished by us." Only in her "periods of silence," does the system make any pretense at using co-operative agencies (p. 116).

To one who has had children of his own grow to youth and maturity, and who has seen something of teaching, here and there, whose issues have proved wholesome, it seems wholly gratuitous to attempt to establish an educational system upon a body of doctrine one of whose contentions is that group work far from being stimulating to helpful activity is really restrictive. The two-year-old, in ten minutes of real give-and-take intellectual and emotional commerce with an intelligent father or mother may be more aroused to real effort, individual giving as well as taking, to starting things and following up interests, than in an hour of isolated self-starting activities. To leave the child wholly to his own devices is a practice of *laissez faire* that is as dangerous as it is unnecessary. What danger does lie collective activities is with children who have less initiative than the average American boy or girl, the normal child of health and ten thousand interests, most of which regard others as well as himself. Let us not be too ready to Rousseauize our teaching with the conclusion that society and group intercourse is all bad, and that each child is to be handled in isolation, as we treat trees or cabbages or Thanksgiving turkeys. As has been noted, the class of children that gave rise to her conception, was just the class that would need such isolated training; the feeble-of-mind, slow-working, not very imitative, lacking initiative, to whom what is to the normal child an interesting world of people and happenings, is not suggestive, and who would be dominated the more readily by more active companions. The conclusion that the like method should apply to all—stolid and sensitively suggestible alike, seems ill-founded.

It were trite, if it were not so true, to cite the common place, but well-founded proverb, that alert children learn more readily from their fellows than from adults. And it would be a grievous wrong to cheat them of a free and frequent intellectual and motor commerce with

their equals. At the same time to bar them from the equally free and wholesome stimulation of a wise directive comradeship with a teacher who remembers her own childhood would be a greater wrong. Companionship of kindred creatures is among the most stimulating of all environments. The co-operative, but strongly individual, group work of the kindergarten is perhaps one of the most helpful contributions to education in a century. If willing, effortful, self-guided group work is to have due recognition in youth and manhood, its broad foundations must be laid in the years before seven. Collective exercises in the school, are not bad because they are class exercises, but because of classes overburdened with numbers. The question is not one of group exercises or isolated individuals, but of unwieldy, wholesale aggregates, and the smaller, manageable groups that permit individual stimulus. The last word has certainly not been spoken by Dr. Montessori.

(To be Continued)

THE ORGANIZATION OF THE TEACHING PROFESSION

DR. HENRY SUZZALLO

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THE PROBLEM OF A PROFESSIONAL LIFE

WE are in the habit of calling some types of work professional, implying that others are not. At the same time our phraseology, carries the implication that one is socially more respectable than the other. Of course if there are inevitable stratifications in jobs as there are in men it is necessary to recognize the fact and act accordingly. The purpose of this discussion is to raise and answer the following questions: What are the valid distinctions between professional and non-professional employment? What constitutes the practice of a profession? More particularly what does or will make teaching a truly professional service?

SOCIAL DISTINCTIONS AS TO WORK

There are the four traditional professions—law, theology, medicine and teaching. There are, too, some occupations that verge on the professional circle, or are recent recruits. Such are engineering, journal-

ism, nursing, philanthropy and the like. On the other hand we do not ordinarily include unskilled labor, the mechanical pursuits and business, among our professional services. At once we feel the tendency to give greater praise or blame to professional men and women, as though their work is more difficult or more important.

NATURE OF PROFESSIONAL WORK

The reason for this suggested superiority or importance of professional service lies in the fact that there is greater power for general human weal or woe united with professional service than with business or skilled labor. A man who plants a field well gets a large crop. The man who does it ill, merely reduces his income and wastes his grain seed and some grain. But a good lawyer earns his daily bread, and at the same time protects something precious, as property, life, liberty or happiness. The incompetent or dishonest lawyer, the unprofessional one, quibbling over technicalities and bullyragging witnesses, juries and judges, earns his daily bread to be sure, but he has violated the spirit of ancient laws, destroyed reverence for courts and justice, and walked rough-shod over the sanctities and rights of men. He has earned his bread, but he has incidentally destroyed institutions.

In a rough way society tries to protect itself against the abuse of these large powers which are incident to the earnings of a livelihood in professional service. It demands more general culture preliminary to the study and practice of a profession. This merely means it requires that the professional practitioner, because of his peculiar powers and temptations, must be given a fundamental knowledge of those values, ideals, traditions which are fundamental to our social life. Hence the boy may go to a trade or a business at the close of the elementary school, but the youth may not start his work as a teacher, lawyer, doctor or nurse before he has passed through the high school. The secondary school means a broader and more intensive view of life in general than the elementary school. Professional work is not merely more scientific and complex than non-professional service—it has intimate connections with the fundamental values of life. It ramifies into the greater movements of our civilization. Hence the need for a wider, more intensive general education, which will foster a knowledge of and a reverence for human rights and institutions.

FOUR QUALITIES OF PROFESSIONAL SERVICE

If the practice of professional life must rest upon a foundation of broad general culture, what then are the special internal qualities which mark it off from other forms of service? We would suggest four characteristics of work or service rendered in a professional spirit:

1. It is a mastery of crises.
2. It is an expert service.
3. It is a social servanthship.
4. It is an ethical co-operation.

TEACHING A MASTERY OF CRISES

It is to show how public school educators realize or fail to realize these standards that we enter upon this discussion. Our purpose is never merely to find fault, but to get at the frank truth of the matter and to suggest helpful lines of advance.

A man who spends his life in the ever-repeating and monotonous business of working the lever of a machine in a shoe factory has not much opportunity to meet new problems. It is not normal for him to be facing and solving new situations, mental crises that require resource and thought. The very nature of his situation makes it impossible for him to become what every professional workman is—a master of crises.

No such limiting situation exists in teaching. The teacher is master of the school, unless he makes of it a machine which masters him. Every child is in degree different from every other, and so with every class, and with every day with the same class. Always there is some new ignorance, doubt, hope or discouragement to be coped with. Here the resource and the tact of the teacher are called for fully. He must know and think. It is precious human stuff in trouble with which he deals.

As a lawyer is called in to redeem a client from a situation which jeopardizes his constitutional guarantees of property, liberty, life or happiness, as a doctor protects the God-given privileges of life and health, as a minister faces down the danger of a shattered faith which gives stability and meaning to human existence, so the teacher protects the divine potentialities of childhood, conquers the deathlike touch of error and discouragement, fosters intellectual courage and the passion for goodness. The teacher is in short a minister to the intellectual and moral and spiritual crises of childhood.

At least it should be so, if teaching is rightly practiced. If our teaching becomes a monotonous drill and grind, that the child feels to be of little moment to him, then teaching is not a professional service. Schools cannot become "locksteps" and "machines" and at the same time render professional service.

The crucial nature of all teaching of the young is frequently missed because we are dealing with children and not with adults. Teaching is a "calling," though the pupil does not personally "call" us into his life. We foresee his needs and serve them. Because childhood's troubles are solved situations to the adult it does not follow that they are not important to the child. Children's troubles are very real to them.

To deny a child's curiosity as it pokes around the world may be to commit him to slow intellectual starvation. Harshly to hush up his play and his garrulousness is to cripple his ultimate power to act, express and control himself. And then it is also true that childhood's troubles come close together, as they do not in an adult's world. He is but a baby ushered into a great confusing universe. Nothing is old to him; everything is new. The very commonness of new problems in his life hides their crucial nature from us, who look for new problems to appear only now and then. Only as we approach childhood with the traits of full sympathy and versatile imagination can we serve little children, and make them men and women of the power "they were born to be."

The essence of efficient teaching is to be found in the modern gospel of reverencing the student's personality. In ever-variable teaching methods rather than in an uniform and fixed use of device, is true mastery over childhood to be found. No great teacher, no modestly efficient one, will forever crave one school system, an unchanged course of study, the same subject and the same grade. He will be happy for the adventure of meeting new problems, glad to hear a call to his resources, for these redeem teaching from deadening sameness and make of it a real free art at once effective and congenial.

This spirit of mastery over varying needs which characterizes classroom teaching should accompany the work of every public school function which has been differentiated from teaching. It should apply to the organization, administration and supervision of schools, though,

sad to relate, it seldom has. It is the business of the school administrator to aid rather than hinder the growth of this spirit in the teacher, as it is his emphatic business to remould the structure of the school system to meet the changing social conditions and aspirations of his community. Every school superintendent should aim to master the difficulties of the society in which he lives to the fullest degree that the right education of men and women will contribute.

TEACHING AN EXPERT SERVICE

As teachers we are set aside to perform a specialized duty. We should not have schools if homes could do the work as well. Teachers must have more power about their business than ordinary laymen. Otherwise we are not expert in our workmanship. The authority with which we speak should be based not upon more years of service.

In a world full of intelligent people, we shall have to stir ourselves to keep ahead in a work which has so much to do with life in general, a field in which all men play some part. To be expert necessitates definite technical power along several lines.

The teacher's chief business is to intermediate between childhood and society. He must get children over into social life successfully else they will be failures. He must carry civilization over from books and constitutions into human beings or it will become a dead letter. Successful life is made up of *knowing* the fact of life and *reacting* appropriately to it. The teacher must first be a wholesome and successful social human being who knows life in terms of (a) superior scholarship and (b) superior attitudes toward life. But this only provides the superior man out of whom the teacher is to be made. The second requirement is that he should have expert power to transmit truth and attitude. This requires (a) superior conscious methods for teaching knowledge (pedagogy), and (b) superior unconscious methods for transmitting values, attitudes, standards or ideals (personality). The ideal of expert service lays down these standards, therefore: (1) Every teacher should have an adequate cultural resource for his work. The elementary teacher should have a high school education; the secondary teacher a college training, etc. (2) Every teacher must have a definite professional course in general and special methods of teaching coupled with some scientific knowledge of the educational psychology and educational sociology basic to their interpretation and

intelligent use. (3) Every teacher should have a wholesome interest in the problems of social life; in small degree a direct participator in its various affairs, in large degree a vicarious appreciator through a study of its economic, industrial, social and political problems. (4) Every teacher must have an active and sincere personality that operates fully in the class room in giving value to fact and situation.

The leaders of teachers must have all this and more. The additional burdens of administration or thinking require special professional courses in management or research. The general standard is that no person should be eligible to any special position without special professional training for it. Once more, the leaders in educational practice and thought fall short; they are mere graduate-teachers not specially trained for their super-tasks, save as experience has given them a narrow and negative power to escape the gross blunders they have previously committed. We need definite standards to make the work of public education expert along every line, from school teaching to school organization.

TEACHING A SOCIAL SERVANTSHIP

Because education has wider effect on society than on the teacher, his professional consciousness must be dominated by social considerations rather than items of personal economic return. True professional service is always unselfish in its operations. We must work always with regard to the social effects of our teaching. We are not teaching just arithmetic, reading, writing and the rest; we are making men, the pillars of social institutions.

Our danger as teachers is not that we shall become unprofessional, but that we shall remain non-professional. Like the minister, we have entered on our mission with the vow of poverty on our lips. A salary system, so inadequate in its provisions, restricts any temptation to get rich. The fee system of the doctor and the lawyer is a temptation we do not have. We are not likely to neglect the plain social duty that we behold to be ours; we are simply likely not to behold it at all. Our monastic vision, along with that of ministers, may make us scorn the world a bit, when it is in that same world our product must be tested. To be social and not bookish, practical and not pedantic, is our professional salvation.

That we are non-professional rather than unprofessional or fully professional, is indicated by two of our craft failures: (1) Teachers have never been able successfully to organize on an economic or labor union basis. The idealism of the vast mass of teachers and laymen stands in the way. (2) The public respects the school teaching craft but is always suspicious of its practicality.

TEACHING AN ETHICAL CO-OPERATION

And last I would call your attention to the liberal way in which education must be conducted. Teaching is not a matter of might, but of right. It should not be a veiled coercion, the influence of which disappears when we are gone. Children for the most part should be led and not driven.

The martinet makes only two species of human beings with his overuse of authority and power; a servile man with no will of his own will become a henchman to the first ward boss he meets, or an obstinate reactionary who will disregard all authority once he gets free, becoming anarchistic or licentious, as his unrestraint expresses itself against government or virtue.

If our children are to be free men and women, they must be given freedom enough to learn self-restraint. They must go toward the freedom of adult life by degrees and not by a single plunge. It is a paradox in the growth of human life that true obedience to authority in adult life is the product of a properly directed liberty in youth. Let the child's impulse play free while he is yet in awe of his world and its human masters, then he will take to heart the failures which his impulses register as they strike against human personalities. Lead children into life, and guide them. They are not much conscious of right and wrong in the beginning, they merely wish to express themselves; give them the better way you know, else they will use their own crude impulses. The leader of men is he who reads the discontent and eagerness of men, and gives them voice. The teacher leads children by understanding their needs, and, out of his greater wisdom, offering adequate ways for expressing them.

If he adjusts to their vague, mumbling desires with only his own selfish interests in mind he is only a cheap politician. If he gives outlet and form to their indefinite emotions, always with regard to,

their ultimate good and the final good of institutions, then he is a statesman. Teaching is only a form of statesmanship where the personal and public opinion of childhood is moulded to the good of the citizens of the state. It is different in one fact alone, that it is the leadership of little men and women, not primarily for the present, but for the future.

(To be continued)

THE BEST METHOD OF TEACHING THE NATURE AND EFFECTS OF NARCOTICS

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THIS has been a subject of discussion among teachers in every State in the Union, ever since Scientific Temperance Instruction was adopted by state law as a part of the regular school course. It has been, and to a large extent still is, an open field. Each teacher has used the methods best suited to his school and community. For any one teacher to say that his way is absolutely the best, betokens self-conceit out of harmony with his advancement; but as ideas are exchanged, each one may cull those he can best use.

The teacher should be the strongest intellectual and ethical force in the schoolroom. Example is conceded to be the most effective method of teaching, for "you teach more by what you are than what you say." Hence, the first requisite is that the teacher be a total abstainer from all forms of narcotics, both on and off duty.

The next requisite is correct information. Reliable books, giving scientific facts in plain language, are now to be found in every up-to-date school library. These the teacher may use for study, class work or reference. Other books in which facts are given in more simple language, may be placed in the hands of children and youth. As the State school laws generally require that instruction be given in all the grades, the methods of presentation must differ according to the age and capacity of the pupils in the class.

The principles of pedagogy that apply to other lines of instruction are of the same value here.

Children of all ages learn more rapidly when the subject matter is presented to their eyes as well as to their ears, and remember more clearly when the hands and feet are acting in harmony with these organs of sense. Oral and textbook lessons should therefore be combined with blackboard lessons, chalk-talks, notes, outlines, pictures and experiments. These should be supplemented, particularly in the primary grades, with expressive motions of the fingers, hands, head and feet, giving emphasis by stepping, clapping or other appropriate exercises to the most important truths taught. Memory is strengthened by the repeated action of both the body and brain cells, and pupils who recite what they have learned, reproduce what they have seen, or act out what they have read, will more readily understand and longer remember the instruction given.

The instruction should be positive and clear. Much negative instruction falls short of the mark. A perplexed little boy once expressed it this way: "You tell me what to 'don't,' but you don't tell me what to 'do'." This does not mean that the injurious effects of narcotics should not be pointed out, and a decided warning be raised against them. On the contrary, the evils following their use should be plainly stated, the harm done to every organ and tissue of the body should be clearly explained. The class should know, for instance, that the paralyzing effect of all narcotics upon the inhibitions is only one of degree, from the soothing cup of tea or the tiny cigarette, past the wine glass and all its affinities, to total unconsciousness under the opium pipe.

It does mean that the positive view of the strong, clean man or woman, who uses none of these things, should be kept to the front. The power of a temperate life, which means, a self-control that can use good things in moderation, and abstain from all bad things, should be the point in every lesson.

The fascinating story of cell-life in the blood, and various organs of the body, told in appropriate language, never fails to interest children of every age. This awakens respect for "The House We Live In," so wonderfully constructed, and gives birth to a desire to keep it in prime condition, or as a grammar grade boy once said, "Give the little cells a fair chance." This is particularly true when the brain is the

subject under consideration. It is when we are talking of it as the seat of thought, the organ we use when we study, plan, remember and enjoy all that makes life worth while, that the wish to preserve it intact becomes a positive ambition.

From the very first lesson in the receiving class, on through the high school, the real value of water as a drink should be strongly emphasized. Its power to quench thirst, to cleanse, purify and to nourish, should be strongly illustrated by experiments as well as by oral and textbook lessons.

The beauty and utility of natural things should be held constantly before the minds of the children. Let them notice, as they handle the grape, its insect-proof bottle and its air-tight stopper; the apple its firm, shiny skin, preserving the precious juice, and guarding off all intruders; and the peach with its fuzzy coat. Point them to the other fruits, the grains and the vegetables, each in its own way giving to man its best for his food. The decayed juice of these, containing alcohol, the product of their decay, bottled or casked for the market, will suffer in the contrast.

. In the "Beautiful Land of the Teens" ambitions are born. These years designate the time when the beauty of a pure life and "The Strength of Being Clean" can best be taught. The enormous power of influence, and all that stands for noble citizenship, will be subjects for earnest thought and careful action. Boys want to be manly, and girls want to be womanly, in the highest sense. Hence, in these grades the study of self-control, that empowers them to shun all forms of narcotics, as a menace to their manhood and womanhood, will be a means to an end. They will desire to be free from the bondage of these poisons, that destroy both body and brain, and to perfect their physical, mental, social and moral life. These lessons should be varied and given with enthusiasm, as separate studies in the grades, but in all classes they can easily be combined with nature-study, physiology, hygiene and civics.

All maudlin sentiment and personal allusions should be determinedly avoided. They only create prejudice and tend to weaken the truth. Pledges, as such, have no place in school work. Give the truth. The children will do the rest.

In the higher grades, the high school and the university, the ever-present notebook is a necessity. The facts gathered here, and from their textbooks will furnish material for recitations, debates and essays. The last named is particularly valuable, as it leads to individual research and widens the viewpoint.

Occasional quizzes are of great importance. They may be in the form of questions on the advance of temperance sentiment among business men, railroad officials, labor unions and all organizations where dependable men or boys are wanted. Or on the advance of prohibition, or the suppression of the sale of cigarettes. In these, not only the physical aspect,—our national health,—but economic, social and public safety problems may be discussed, and results recorded.

A report from a college or high school as to the scholarship and standing of non-smokers and non-drinkers will be of value. A glance at the criminal records, a roll call of insane asylums and almshouses may be made a lesson for clean citizenship. The wise athlete already knows where his strength lies; and more definitely than teachers dream, boys settle this question at the bat or goal.

The life and work of prominent temperance advocates may often be referred to with advantage. The class will enjoy giving quotations from prominent men and women who have spoken definitely upon this subject, as Abraham Lincoln, Francis Willard, Neal Dow, Burbank, Jordan, Roosevelt and others. A short talk given by some able temperance lecturer will result in good. Scientific instruction on the nature and effects of narcotics must be given line upon line, precept upon precept, year after year, if we would cleanse our citizenship of their use.

While a teacher may not directly teach the moral evils that result from the use of narcotics, he should sense and lead his pupils to sense, the great moral uplift that must come to our nation as the result of these truths being taught in our public schools.

The moral element cannot be entirely omitted. As occasion offers, the youth should be taught that since they are created beings, they owe it to their Creator to keep their bodies in the best possible condition. And this, not for their individual good alone, but because of the active service they may the better render to their fellows. Their places as children in a family, and as citizens of a free country, demand this of them as a primary obligation. "No man liveth unto himself."

UNIVERSITY EXTENSION IN THE UNIVERSITY OF CALIFORNIA

IRA WOODS HOWERTH
Director of University Extension

SINCE 1902 the University of California has been engaged in the work of university extension. Through a special department created for that purpose many courses of university extension lectures have been given. A few of such courses are now in progress.

It is apparent, however, that the present demand for university extension cannot be met merely by the provision of a few courses of lectures given outside the university. There is need also of class instruction for non-resident students, of instruction by correspondence and of certain other forms of activity by which the university can make itself more helpful to the people generally. Accordingly the University of California purposes, with the opening of the next academic year, to enlarge greatly the scope of its university extension work, if a sufficient appropriation for that purpose is made by the Legislature.

The plan on which the university will proceed to carry on the work of university extension, if the necessary appropriation is made, involves the organization, under the University Extension Division of the university, of the following departments: Class Instruction, Correspondence Instruction, Public Lectures, Debate and Public Discussion, and Information and Social Welfare. Through these departments the university hopes to be able to meet the educational needs of the State that are not already provided for, and that the university is fitted to supply better than any other agency.

THE DEPARTMENT OF CLASS INSTRUCTION

Through the Department of Class Instruction classes will be organized for university instruction wherever in the State a sufficient number of persons can be united for the study of a single subject. In the larger cities and towns there will be classes for teachers, for parents and for persons engaged in the various industrial occupations. In the thickly populated districts around the Bay of San Francisco, and in Los Angeles and its environs, classes for regular courses of study conducted under the direction of the university and continuing throughout the year will be organized.

Class instruction is perhaps the best form of instruction. It will be followed, therefore, in all the university extension work, of the

university in which it is a feasible method. In the case of persons who are prepared for regular university work and who join classes in subjects that do not require the library and laboratory facilities to be found only at the university, the work of university extension classes will be exactly equivalent to instruction in the university itself. Through this department then, particularly, the university will extend its instruction to the people.

THE DEPARTMENT OF CORRESPONDENCE INSTRUCTION

Instruction by correspondence is designed especially for isolated students. Among these will be such as are preparing for college or professional schools, regularly matriculated students in the university who are obliged for one reason or another to absent themselves for a time, business and professional men who wish to pursue a systematic course of study, and many other persons who, being sufficiently interested in their own intellectual improvement, will take up the work merely as a means of culture. Many of the students of the Summer School of the university will avail themselves of the opportunity to continue their work by correspondence, and thus this department will supplement the work of the Summer School.

But it is expected that the greatest service this department will render will be that of affording to those who are engaged in the industrial occupations an opportunity to increase their efficiency without giving up their positions and expending the time and the money necessary to attend the university. The value of the correspondence method of instruction has been clearly demonstrated by the University of Chicago, the University of Wisconsin, and the other universities in which it has been employed. Experience has clearly shown, what indeed might naturally be expected, that such persons as undertake seriously to pursue the study of a subject through correspondence have more than usual earnestness, initiative and strength of purpose. The method, therefore, is selective to a considerable degree.

THE DEPARTMENT OF PUBLIC LECTURES

This department will include two chief lines of activity. First, it will provide series of six to twelve lectures relating to one topic and delivered by one man. Each series will be carefully outlined before its delivery. A prepared outline, with references to the best literature on

the subject, and other helps to study, will be printed as a syllabus and put into the hands of those who attend the lectures. A small library of books on the general topic will be selected by the lecturer and sent from the university to the center in which the lectures are delivered, without cost to the center except that of transportation, and left there during the period of the course for the use of its members. In short there will be provided in these special courses every possible facility for the encouragement and pursuit of systematic study. The primary purpose of these courses will be educational. The method will be that of the lecture-study, and this special department will be called the Lecture-Study Department. Second, in addition to lecture study courses, this department will provide single lectures, musical recitals, readings, concerts, and, where desired, a miscellaneous combination of these. There may be throughout the state, taking the people generally, a greater demand for entertainment than for instruction. But instruction is possible through entertainment. It is a legitimate function of a state university to attempt through university extension to utilize the popular desire for recreation and entertainment in an attempt to elevate the standards of public intelligence and public taste. By beginning with the existing demand of such communities as may not now be interested in the more systematic forms of instruction, and by presenting only excellent examples of music, art and literary entertainment, the public appreciation and demand may gradually be raised to the point at which a lecture-study course in literature, history or science will be supported.

THE DEPARTMENT OF DEBATE AND PUBLIC DISCUSSION

Through the Department of Debate and Public Discussion the university will assist in organizing and directing the interest in debating and public discussion manifested particularly in the high schools and in rural and city debating clubs. In almost every community there is more or less interest in debating, but the questions proposed are often insignificant, sometimes puerile, and the means of preparation for discussion are inadequate or completely wanting. Some assistance in the way of organization, the selection of subjects, references, literature, etc., is, in some communities, absolutely essential to lift the work to a higher plane. This department will encourage the formation of clubs, propose

live topics for discussion, cite references and collect books, magazine articles, and other material concerning the subjects of debate or discussion, and forward the same to those who may request them, without charge beyond the cost of transportation. The closeness of touch with the citizens of the state, and especially with the young people of the schools, which such service will necessitate, will be a distinct advantage to the university itself, as well as to the people, and the work of the department would be worth while even if undertaken only to promote the growth of the university. It should be said in this connection that the work here outlined has been undertaken with success by Wisconsin University and also by the University of Kansas. The Department of University Extension of Kansas University sent out last year to debating clubs in the state more than 1400 collections of material for the use of debating clubs, which collections are known as "package libraries." The University of Wisconsin sends out in the course of a year about 2500 of such libraries.

THE DEPARTMENT OF INFORMATION AND SOCIAL WELFARE

In the universities in which a Department of Information and Social Welfare has already been instituted, it serves as a clearing house through which inquiries of the most diverse character receive consideration. Scores of questions concerning the most diverse subjects with respect to popular well being are sent in. These are referred to the most competent authority, an answer is secured and forwarded, and thus an attitude of willingness to serve is shown, and a disposition on the part of the people to look to the university for aid is encouraged. In addition to answering questions directly, this department will issue bulletins on matters pertaining to public welfare, collect and exhibit maps, charts, models, pictures, etc., of social interest, and lend them to communities desiring their use, without cost except for transportation. It will prepare collections of lantern slides for the same purpose. There is a great educational opportunity in the use of moving pictures. The university will endeavor to do something to encourage communities to utilize the moving picture as an effective means of instruction.

These are only some of the things that are to be done through the department of information and social welfare. It may be desirable for it to organize a municipal reference bureau for the service of the

cities of the state, and for the benefit of all persons who may be sufficiently interested in municipal government and municipal life to call upon it for information or assistance. Such a bureau should collect and keep on file, for the use of those who might wish to consult them, city charters, reports of recent city legislation, books, magazine articles, newspaper clippings, and other sources of information in regard to municipal government and municipal progress, and answer such inquiries as may be made concerning municipal organization and administration, public utilities, and other matters of municipal interest. The movement to establish such bureaus in the various cities of the state is perhaps not likely to be generally successful, and if it were, some of such bureaus would doubtless be inefficient. It will be far more economical to the state if an adequately equipped bureau is maintained at the university as an instrument of university extension.

This department may also include a bureau of civic and social center development to stimulate the modern tendency toward a wider and more effective use not only of school buildings but of all buildings belonging to the public. It should, of course, be prepared to furnish any information required concerning this movement, and should upon request co-operate directly with any community desirous of establishing a civic and social center. From this, as from other departments, bulletins containing information of social interest will from time to time be issued.

Such in brief is the plan of organization that the university has adopted with respect to university extension. It will require a considerable amount of money to put the plan into successful operation. It is hoped that \$50,000 will be appropriated for the biennium 1913-15. Nothing less than that sum will enable the university to undertake the work of university extension on a scale commensurate with public needs, or in a manner that will meet the expectations of the people.

Comparisons have been made between the university of California and the University of Wisconsin with respect to university extension, and, of course, to the disparagement of the former. The comparison appears to be a fair one, for both are state universities and both are practically of the same size and serve states of practically the same population. But the University of California has no appropriation

for university extension, while the University of Wisconsin has an appropriation of \$125,000 a year for that purpose. No wonder Wisconsin University has attracted favorable attention on account of its service to the people of its state through university extension. When the University of California has an equal appropriation for that purpose the comparison will no longer be to its disadvantage. The following figures taken from the report of the United States Commissioner of Education for 1911 should be of interest. If university extension is regarded as a desirable form of university service, they speak as plainly as anything can speak for a liberal appropriation in California for the work of university extension.

	Wisconsin	California
Population of State	2,333,860	2,377,549
Enrollment—Elementary Schools	464,411	368,391
Cost of Elementary and High Schools.....	\$6,719,590	\$10,430,898
Number Instructors in State University.....	486	421
Number Students enrolled in State University.....	4,828	5,365
Receipts of University from National Government..	\$75,000	\$75,000
Receipts of University from State Government....	\$1,227,910	\$1,012,558
Total receipts of University from all sources.....	\$1,854,910	\$1,672,716
Appropriation for University Extension	\$125,000	0

FROM THEORY TO PRACTICE*

FRANCES EFFINGER-RAYMOND

Vice-President The National Commercial Teachers' Federation

HOW much initiative have our students? This is a potent factor in business. The world reserves its greatest prizes for the men with initiative; and the next best thing to doing a thing without being told at all is to do it when you have been told once.

In all our work with our students have we urged them to think of the reason why? That they must act according to reason and that exactness is absolutely necessary and essential and that if we can add speed to these we have an invincible combination? Have we taught our students to realize that in copying and re-copying there is not only a loss of time but a waste of stationery and that it is just as easy to learn to do a thing right as to fall into the wrong habit? Have we taught them to concentrate on what they are doing? Have we taught

*Portion of address before the Commercial Teachers at the Alameda County Institute, October, 1912.

them orderliness and that the more their work has to be fixed up by others the less valuable it is?

Theoretically we talk a great deal about the arrangement of a business letter, but have we had our students really arrange one? We talk a great deal to our students about addressing envelopes, but have we ever had them spend a day at this kind of work, turning out not one or two sample forms but hundreds that are to fill some commercial use?

Have we made a point of emphasizing the ethical side of our work and shown our students the importance of personal appearance at all times, and especially when they go to interview their prospective employer? Have we taught them how to speak promptly, decisively and frankly, in a clear, well-bred tone of voice? Have we taught them to answer all questions honestly, and not to over-exaggerate their preparation or their experience, but, at the same time, to be confident and show by their demeanor that they have a proper appreciation of their value? Have we taught them that when they come into an office they should listen very carefully to any instructions given concerning the work and should keep their eyes and ears open and *study* the office style? Have we told them that there are by-products of time which if properly used in reading over their notes, in practicing on the typewriter, in studying the filing systems, in perfecting their English, in enlarging their vocabularies will yield excellent returns? Have we by precept and example taught our students to be pleasant under trying conditions, and to go about their work cheerfully and enthusiastically but quietly, and to show by every action that they are in love with their work?

Have we taught our students how to prepare the out-going mail? Do they know how to make up the mail, to classify it, and determine the postage required on letters, on catalogues and advertising matter? Have they been taught the importance of inspecting each letter to see that all enclosures are intact? Do they know how to send a special delivery letter, or one by registered mail? Do they know how to send money by mail; and have they ever heard of insuring by mail? Do they know the difference between domestic and foreign postage, and the reason why we seal some letters and leave others in unsealed

envelopes? Do they know how to send out express packages, and make out manifests and bills of lading? In nearly every line of business more or less shipping must be done, and every boy and girl that is sent out into the business world should know something of this important feature. They should be familiar with the various terms used in shipping. They should know the difference between a consignor and a consignee. They should know the methods of shipping and what cartage charges are and what a bill of lading is, and how to draft one. They should know how to send shipments by water and by land how to send foreign and C. O. D. shipments.

Have they been told that there is more than one way of sending packages, and that it means a difference of hundreds of dollars in many a business whether a package is sent by freight, by express or by mail? If one of your students was put in an office by himself where there were half a dozen packages of textbooks, for example, to be sent out, some to Canada and others to the States, and was told to send them the cheapest way, would he know how to select the right transportation, and to make out the papers required by either the express offices or the freight offices?

Do your students know how to make a bank deposit, using some other form than the one contained in the budget from which you teach? Do they know that money orders must be signed, whereas checks can be stamped with an endorsement stamp? Do they know, for instance, that here on the Pacific Coast our banks are closely related, and many of them are known by numbers, and unless these numbers are used on our deposit slips the chances are that we will be charged exchange on checks deposited?

Then there are the filing systems; and filing is one of the first things required of our students in many of the large offices. Have they been given a general idea of alphabetical, numerical, topical and geographical filing? Do they know what is meant by flat and vertical filing? Can they take charge of the card indexes, and do they know how to file form and follow-up letters, and transfer correspondence? Have they been warned that to file in haste means to repent when the employer calls for an important letter and can't find it?, and that there is nothing more distressing or annoying to a business man than not to be able to find the letter he wants at the moment that he needs

it? Our filing systems today have been worked out by experts and their seeming complexities have become so simplified by means of indexes, that the beginner in the office should be sufficiently intelligent to take charge of this most important department.

We have not mentioned the use of the telephone and office directory, the writing of telegrams and cablegrams and night letters and day letters, or of the correcting of proof—but all these are essential.

Too many of us are preparing young people to "enter college," instead of preparing them for the kind of work ninety-nine per cent of them will have to do. Our bookkeeping courses are tending toward "accountancy," when only a small proportion of those who take bookkeeping will ever become accountants. Our shorthand courses are trying to make "reporters" when the number per thousand that will ever enter reporting is almost negligible. We want simplicity in our work but the reaching of the highest degree of technical skill in that very simplicity.

If I may be permitted to retrace some of my steps: The utilitarian spirit that has dominated our commercial schools, the desire for results expressed in terms of dollars and cents, is slowly yielding to a higher motive. An effort is being made to raise the standard of the course of study and give a professional standing to our graduates.

The business world wants men and women of character and tact, self-reliant, thoroughly trained and equipped for whatever position opportunity opens to them. The future is for the man or woman who can be trusted, whether he or she sweeps the floor or sits in the private office close to the elbow of the manager or president.

POINTS ON SCHOOL LAW

EDWARD HYATT

IT may not be out of place to say a word about the publications from the office of the Superintendent of Public Instruction and their scheme of distribution.

A large number of bulletins, leaflets and pamphlets have been issued during the past half dozen years, designed to help the teachers

and other school officers in the intelligent conduct of the schools. They are distributed to the school people by way of their superintendents. It costs nearly three hundred dollars in postage stamps to send out a single letter to all the teachers of the State direct. Since the entire postage fund of the office would only suffice for two or three such letters, it is necessary to find some other method for reaching them. It is objectionable to send out a large quantity of printed matter to the superintendents for distribution unless they are interested in it and feel the need of it. Otherwise, it is very likely to find a tomb in the back room or to accumulate dust on an upper shelf in the teacher's library. Therefore, the plan followed is this: whenever anything of the kind is printed, a copy is sent to each superintendent in the State, and he is invited to order as many copies as he can use to advantage. The idea is that the superintendent will examine it with some care, cast about among the schools and teachers in his mind, decide how many, if any, he can use and really wants to use, and then send in his order accordingly. Thus, one superintendent might be very much interested in *The Cigarette Boy*, and would order a copy for each of his schools. He might distribute them in person as he visits the schools, making each the text for a little talk to the pupils and leaving the booklet with them to clinch the argument. Another superintendent, however, might be addicted to the use of cigarettes herself. In this event she would not feel like using that particular bulletin with much enthusiasm. It would be waste of ammunition to send a hundred copies to her. She would probably prefer to put the sample copy in the teacher's library and not order any others at all.

When the sample copies are sent out, the attention of the rural newspapers is also called to them, so that everybody will know what they are, and where they may be had. Then, any teacher or other school officer who really wants one can send to the state office for it direct in case it does not come through the superintendent.

In other words, if these things are not of enough value to provoke interest, to make people want them badly enough to take trouble to get them, then they are not worth sending out at all.

Many of these publications have been exhausted long ago, are out of print and impossible to secure. The following, however, are

still in stock, in larger or smaller quantity, and will be gladly sent out as long as they last:

What a Pity (against Whiskey Habit).

The Cigarette Boy (against Tobacco Habit).

Arbor Day (Nos. 1 and 2).

Agricultural Bulletin (Nos. 1 and 2).

The Public Playground.

Two California Neighbors (Muir and Swett).

Live Questions for Debate.

Blue Bulletins (No. 5 on Attendance, No. 4 on the Small High School, and others).

Circular 1, Elementary Certification.

Circular 4, High School Certification.

Circular 5, General California School Information for Strangers.

Outdoor School Houses (in preparation).

It may be added in closing that counsel, criticism, suggestions in regard to past or future publications are always welcome. Ideas, scores of them, good, bright, original, are floating about in the minds of the teachers of California, ideas that would be useful, helpful, inspiring to their fellows. How can we harvest them?

In many quarters there is a revival of the old-time "spelling bee." The Chicago schools will hold spelling bees twice each week. It is planned that these will open the way for the once popular "spelling downs." A prize banner will be competed for by twenty-one social centers in an elementary contest. Then the two best spellers are to meet for a contest to decide the final honor.

The general education board has given to Whitman College at Walla Walla, Washington, \$125,000. This is the first contribution that Whitman has received from the general education board. President Penrose of Whitman is to be congratulated. Fifty thousand dollars each was received by Lake Forest College, Ill., and Allegheny College, Meadville, Pa.

VISITS AFIELD

OREGON: A LAND OF OPPORTUNITIES

ARTHUR HENRY CHAMBERLAIN

THOSE who have watched the development during the past two decades of that portion of the "Inland Empire" comprised in the State of Oregon, have been carried from surprise to surprise. But more particularly during the past four to five years has Oregon claimed the attention of her sister States. In civic affairs, in the solution of problems of government, in increased standards of ideals and of citizenship, in transportation facilities, the construction of roads, the development of vast resources, the utilizing of water power, the modernizing of cities, the improvement of rural conditions, and in its educational growth, Oregon can no longer be classed as ultra-conservative.

An empire in its own right, this vast region stretching eastward from the Pacific and northward from the California boundary, possesses possibilities that are as yet undreamed of. Within its borders is to be found one of the great timber belts of the United States. Its mountains guard vast stores of mineral wealth. Gripped in its mighty rivers there is power sufficient to turn the wheels of a nation's industries. No richer or more hospitable valleys lie spread beneath a smiling sun than those of the Willamette, the Columbia, the Hood, the Rogue, and, large and small, a dozen still untold. Her wheat fields, her fruit orchards, her fishing and her lumbering industries are a challenge to the world. Game, little and big, in mountain and meadow, invite the sportsman. And whether up or down its four hundred miles of coast, on the shoulders of the Cascades far to the east, in the valleys of the Columbia or the Willamette, or the marvelous lake regions of the south, there is presented an ever changing scene—picturesque, overpowering, sublime.

Oregon is indeed a state of possibilities. Its population is largely rural. Throughout the United States one of the most pressing needs in education is the improvement of the rural school. The country schools of Oregon are making marked advance, although as yet the state is low in the scale of length of term in rural schools. It stands 39 in the list of 48 states, its average being 118.7 days per year. New Mexico is last on the list with 90.1 days, and Rhode Island

stands first with 190.2 to its credit. Under the able leadership of ex-Supt. J. H. Ackerman and the present Superintendent, Hon. L. R. Alderman, the schools of Oregon have steadily improved.

EXPERT SUPERVISION

One of the notable advances recently made is in the matter of expert supervision. Any county having as many as 60 school districts must engage a supervisor. Some counties have as many as three supervisors. Each supervisor has under his charge not less than 20 and not more than 50 schools. The county superintendent, while directly responsible for the work of the supervisors, visits personally at least 20 schools in his county. This system of follow-up supervision is working wonders for rural Oregon. In the matter of organization, sanitation, improved equipments, care of buildings and grounds, the economic expenditure of funds, and increased standards of efficiency, the progress of the schools is marked. In certain cases choice of supervisors falls not alone upon superior teachers, but upon those who know rural conditions thoroughly and who are interesting pupils and communities in the most modern methods in agriculture, horticulture, dairying, home economics and other vital subjects.

To test the feeling of the teachers as to the value of rural supervision a vote was taken recently by County Superintendent T. J. Gary, at the Clackamas County Institute at Oregon City. Voting in favor of such supervision were 142 teachers, while 2 others favored supervision of the "right kind"; 56 voted adversely. From careful observation and discussion with men and women throughout the state, it is safe to predict that if salaries were offered sufficient to secure the proper men and women in every instance, there would be unanimity of agreement as to the value of supervision. With sufficient backing and provision made for larger appropriation, Supt. Alderman would soon have the plan so developed as to place the rural schools of Oregon in the front rank.

Another advance made by Supt. Alderman is that of giving school credit for home work. This brings the home and the school together, humanizes the school lessons, and elevates and dignifies the "routine" and "grind" of out-of-school tasks. No more suggestive departure has been made in recent years.

SALARIES

Salaries in Oregon are still much lower than in either California or Washington and the great wonder is that such excellent teachers can be had as are frequently to be found. In remote districts the larger Eastern colleges and normal schools are not infrequently represented and teachers of experience are coming from every State in the Union. In one county in the Willamette valley, employing 91 teachers, the average salary is \$69.10; 38 teachers receive \$60 or less, with a \$50 salary for several; 6 principals or superintendents receive \$100 or over, \$150 being the maximum. In an adjoining county one of the most successful county superintendents in the state and easily earning \$3,000 a year, is serving for \$1,200. In eastern Oregon the salaries are much better. Throughout the state there is a growing tendency to increase standards and reward efficiency. One country school teacher, a man, who has been several years in one school, receives \$125 per month, and \$100 or more per month is paid here and there to country teachers. It is recognized that one of the main causes contributing to efficiency in country schools is tenure, and every effort is being made to retain teachers for a period of years.

ALL ABOARD

During October and November last, the Editor was privileged to work in a series of ten country institutes, one a joint institute of two counties. Beginning at Fossil, in the valley of the John Day, where Gilliam and Wheeler countries met jointly, we worked our way to the westward. It was a source of deep regret to all that Supt. Alderman could not be of the party. On the itinerary preceding ours, when Dr. A. E. Winship was the principal lecturer, Mr. Alderman had suffered a severe accident in the Lakeview region. His place was ably filled by his assistant, E. F. Carleton. His unassuming manner, genial disposition and high professional attitude soon made Mr. Carleton a great favorite. He is simple and clear in statement and understands thoroughly the needs of the schools. Mr. Carleton's talks on "picture study" deserve special credit.

The Institute worker, who, at the end of a five weeks' trip, is more popular with her audiences than at the beginning, is not everywhere to be found. Such a one is Mrs. Mamie L. Fulkerson of Salem, who combines teaching power and knowledge of child nature with ability

to tell what she knows. Her work for the primary teachers was superior. In her talks before general sessions on "A Boy's Eye View," Mrs. Fulkerson exhibits a philosophy and a sympathy that holds every listener to the last word.

Other members of our party throughout the trip were Miss Mary Campbell of the Prang Co. and P. N. Plamondon of the Macmillan Co. In her talks on color and perspective, illustrated at the board, Miss Campbell was helpful in the extreme. Mr. Plamondon is a teacher as well as a bookman, a man of high ideals, and his advice and counsel were everywhere sought. The book and art exhibits were in great demand. Editor Chas. H. Jones of the *Oregon Teachers' Monthly*, is a man worth knowing. He is personally acquainted with all of the older teachers in the state. He attends every institute, leads the singing, takes subscriptions to the best magazines of the day and is helpful to everyone. As the editor of an educational magazine in a sister State, the writer was struck with the spirit of co-operation existing between the Oregon teachers and their official paper. Practically every teacher in the State is a subscriber, and all receive great help from the paper.

STATE AID

The State educational institutions of Oregon are drawn upon freely at institute time. The University at Eugene, the Agricultural College at Corvallis, and the Normal School at Monmouth may well be proud of their men and women who gladly lend assistance throughout the state. From the university, President P. N. Campbell and Dr. Joseph Schaefer of the history department were always well received. Profs. E. D. Ressler and A. G. Bouquet of the Agricultural College are doing wonders for the promotion of school fairs and agricultural development. President Ackerman of the Normal School, everywhere a favorite, presides over a faculty of trained institute workers. We listened to Thos. H. Gentle on agriculture and general education problems, to J. B. V. Butler on history, H. C. Ostien on mathematics, E. S. Evenden on educational problems, Miss Alabama Brenton on drawing, and the Misses Ruby Shearer, Alice McIntoch, Jessie Todd and Grace Davis on work in the elementary school. These, and the various teachers, principals and superintendents who gave assistance at

one or another institute, show that Oregon has good material within her own borders.

WHAT SOME COUNTIES ARE DOING

Supts. J. C. Sturgill of Gilliam and H. J. Simmons of Wheeler counties, both popular schoolmen, were re-elected recently by large majorities. From the Columbia south to Condon by rail and thence to Fossil by stage one passes through a great wheat growing region. In the schools of these counties agriculture is receiving emphasis. In the more thickly settled communities of Washington and Polk counties, lying just west of the Willamette, intensive farming is taking the place of the old "hit and miss" plan. There are still many orchards and vineyards poorly managed and cultivated but the schools are having no small part in noticeable improvements. At Hillsboro and throughout Washington county generally, where Supt. M. C. Case has been county superintendent for many years, and who is superseded by B. W. Barnes, roads are being improved and buildings made more sanitary. The Polk county schools, under direction of H. C. Seymour, are most excellent. The high school building at Dallas, in its architecture and equipment, would do credit to many a larger city. The county supervision plan has here produced large results. The teaching force is well selected.

The ride of 100 miles from Hillsboro to Tillamook is one of intense interest. The railroad, completed only one year ago, picks its winding way along the bank of the beautiful Nehalem. No more picturesque ride can be imagined. This is a heavily timbered country until the ocean is reached at Tillamook. Many coast resorts exist here. For real interest and beauty this is one of the never-to-be-forgotten trips in Oregon. Tillamook will always be famous, not only for the historic Tillamook light, but for its cheese, which is sold the United States over. County Supt. W. S. Buel is one of the progressive schoolmen of the State. His organizing powers are excellent and his teachers are in entire sympathy with his plans.

Supt. Emma C. Warren of Clatsop county was, during her administration, the only woman county superintendent in the State. She retires from office, her work to be carried on by O. H. Byland, a teacher and administrator of large and successful experience. Astoria, the county seat of Clatsop county, has excellent schools. The city is

literally built upon the water, the foundations for many of the buildings and streets being piles driven into the shallow water. Founded in the early part of the 19th century by the elder Astor, Astoria, at the mouth of the mighty Columbia, is a growing center for trade and industry.

Supt. J. B. Wilkerson of Columbia county, held at Clatskanie an institute that for professional spirit and good feeling was not excelled throughout the State. The teaching body is small but the spirit of loyalty everywhere prevailed. Well trained and superior teachers are the rule here. Such men as Mr. Wilkerson are sure to develop a worthy school system.

Aside from Portland, Salem and Eugene are two of the most prosperous cities in Oregon. Both are admirably situated in rich districts in the Willamette valley. Salem, the capital of the state, and county seat of Marion county, has most excellent schools and splendid buildings. County Supt. Walter M. Smith has the assistance of a strong corps of supervisors and the country schools are in good shape. Eugene claims the honor of being the home of the State University, in Lane county. Here County Supt. H. C. Boughman is developing a fine system of schools. Like Salem, Eugene is fast flowering into a modern city. Streets well lighted and paved, splendid buildings, and excellent transportation facilities make of both cities admirable places in which to live.

The university is doing much to raise the educational standards of the State. The latest departure is the introduction of a course in journalism under the direction of E. W. Allen. The electors of Oregon, and this means both men and women, should take immediate steps looking towards the passage of a legislative measure that will provide for a joint Board of Regents for both university and agricultural college. The first endeavor along this line failed. The authorities of both institutions are anxious that this unification be brought about. There is great need in Oregon for these two institutions, but they should be under a joint board.

Roseburg, a city with some years of history back of it, has of late started on a new building career. The county of Douglas is varied in its interests. Fruit, grain, lumber, mining,—all play a part in the material growth of the county. One of the most attractive grade buildings in the State is now nearing completion here. Thurman Chaney

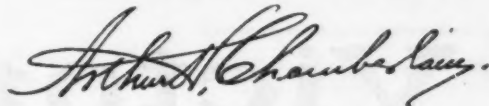
has served with credit in the superintendent's office and O. C. Brown is to succeed Mr. Chaney. In Douglas county, as well as elsewhere in Oregon, the products of our California Normal Schools are frequently found.

T. J. Gary has for many years been superintendent of Clackamas County, with headquarters at Oregon City. Located not far south of Portland, the city has large lumber interests, and extensive water power is developed here. The schools of both county and city, under wise leadership and close supervision, are of high rank. It is gratifying to note the large number of men in the profession in this county.

FORGING AHEAD

The Agricultural College at Corvallis is doing a great work. The Forestry Department is growing rapidly. President Kerr and his associates have developed an institution of truly remarkable character. The new Reed College at Portland, on its beautiful campus, has in contemplation several buildings, and the work is beginning under most favorable auspices. President Foster, Dr. E. O. Sisson and other faculty members are proceeding on sane lines. The high school situation, so long a much neglected phase of education in Oregon, is receiving emphasis, more and more. In the town and city schools there is great need for industrial education for boys and home economics for girls, and a growing sentiment will soon secure these everywhere. As yet, sufficiently large school grounds have not been provided when ward or high schools have been built in the cities. It is both an economic and an educational mistake to put thousands of dollars into a structure which opens its doors directly upon the street.

What Oregon needs is people. With large holdings broken into small farms and these worked intensively, there is opportunity for several millions of people. It needs initiative, push and a pull-together spirit. It needs to learn the lesson, which its leaders are trying with great success to teach, that efficient schools are the greatest asset of a country. Oregon is indeed a state of soil, climate and opportunity.



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Be sure to visit the Victor demonstration at the Superintendents' Convention of the N. E. A. in Philadelphia, February 26 to March 1.

If you are not coming to the convention, a demonstration right in your classroom will gladly be given by any Victor dealer.

Write us today for booklets and further information.

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The Victor V with wood horn is specially recommended for general school work.

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Gleanings

The special announcement of the sessions of the Department of Superintendence at Philadelphia February 24-March 1, gives promise of a great meeting. In addition to the Superintendents' meetings, there will be sessions of the National Council of Education, Department of Normal Schools, Educational Press Association of America, Conferences of State Superintendents of Education, American School Peace League, National Committee on Agricultural Education, National Society for the Study of Education, Society of College Teachers of Education, National Council of Teachers of English, Conference of Teachers of Education in State Universities, Conference of Teachers in City Training Schools, International Kindergarten Union, National Association of School Accounting Officers, National Congress of Mothers and Parent Teachers' Associations.

"The School Paper," a 40 page manual written by Charles B. Gleason, vice-principal San Jose High School, and George I. Lynn, Santa Clara University, offers many valuable suggestions on organization, management, and literary side of a school paper. High school teachers and others will do well to send to Mr. Gleason for a copy of the manual. The price is 50c.

"Graphite," the publication issued by the Joseph Dixon Crucible Co. of Jersey City, contains information of much value to the schools.

A notable exhibition of drawings and paints by Alfred Harms is at the California School of Arts and Crafts in Berkeley. There are a number of pencil drawings made from the animals in captivity in Golden Gate Park, San Francisco.

The Board of Education of San Francisco has provided that hereafter no deduction shall be made from the summer vacation salary of teachers whose absence is for purposes of travel, or study, or rest, or due to illness. Teachers absent less than an entire month are to have their salaries reduced only for the actual teaching days absent.

The Board of Education of Sacramento has invited competition in the matter of designs for a public school building, which is to be a combined elementary and grammar school, for 500 boys and 500 girls.

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These readers are very teachable and readable, and are unusually interesting both in selections and in illustrations. The selections are of a very high literary quality. Besides the choicest school-book classics, there are a large number which have never before appeared in school readers. The contents are well balanced between prose and poetry, and the subject matter is unusually varied. Beginning with the Third Reader, selections relating to similar subjects or requiring similar methods of study or recitation, are grouped together. Many selections are in dialogue form and suitable for dramatization.

The First Reader may be used with any method of teaching reading, for it combines the best ideas of each. A number of helpful new features are also included. Each reading lesson is on a right-hand page, and is approached by a series of preparatory exercises on the preceding left-hand page.

The illustrations constitute the finest and most attractive collection ever brought together in a series of readers. There are over 600 in all, every one made especially for these books by an artist of national reputation.

Descriptive Circular sent on request

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Say you saw it in the Sierra Educational News

School Education, edited by that veteran writer and educator, C. W. G. Hyde, and published at Minneapolis, is one of the constructive school journals of the country. It has a policy and believes in giving the teachers usable material.

The school division of the International Harvester Company of America is proving of great service to teachers. Prof. P. G. Holden, recently of the Iowa State Agricultural College, the national corn expert, is now in the service of the company. The Service Bureau stands ready to reply to all inquiries.

The new Lowell high school in San Francisco, under direction of Principal Frank Morton, is a substantial addition to the educational facilities of San Francisco. A gymnasium, a commodious assembly hall and an up-to-date cafeteria are notable features.

A 30-page well illustrated hand-book issued by the passenger department of the Southern Pacific Company, contains authentic information on the raising of hogs. Upper grammar and high school classes can use the pamphlet with profit. Copies may be had gratis by writing the above address, Flood Building, San Francisco.

The Gondolier, issued quarterly by the students of the Venice Union High School, is a most creditable publication.

The San Francisco Junior Exposition to be held at the Auditorium some time next May, is attracting interest among the school children. Children in or out of school may exhibit the work of their own hands. Gardening, printing, sewing, drawing, the industrial and mechanical process, animals, etc., will be shown, each department to be in charge of a committee. Judges will award prizes. Prof. F. K. Barthel is chairman of the Board of Directors, which numbers among its members Dr. A. A. D'Ancona, G. A. Schlitter, A. J. Cloud, Rev. Joseph McQuaide, R. O. Hanson, S. S. Peixotto, A. Altman, Mrs. Louis Hertz, and Misses Elizabeth Ashe and Rachel Wolfsohn.

The preliminary report of the committee of fifteen appointed by State Superintendent C. P. Cary of Wisconsin to investigate educational needs and conditions in that state is an illuminating document. A further report may be expected later.

The Monthly Records of Current Educational Publications, issued by the United States Bureau of Education, are meeting a real need in the educational world.

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Books by Edwin DuBois Shurter, of the University of Texas (formerly of Stanford and Cornell): American Oratory of Today, \$1.35; Grady's Complete Orations and Speeches, \$1.15; Jokes That We Meet—Humorous Illustrations, 50 cents; One Hundred Questions for Debate, with Arguments and References (just published), \$1.25. Descriptive circulars on all our books will be sent on request.

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Selecting Text-Books

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Fortunately the HIGH SCHOOL teachers in California in most cases AT THE PRESENT TIME can use "Expert Judgment" in selecting the books to be used, for they have their own selection.

Here are a few books that the majority of California High School teachers use when their best "expert judgment" is depended upon:—

No. Cal Schools Using		No. Cal. Schools teaching the subject
187	Myers: Ancient History.....	268
171	Myers: Mediaeval and Modern History.....	247
153	Cheyney: English History.....	192
70	Muzzey: American History (recently published)....	249
146	Hawkes, Luby & Touton: Algebra.....	293
119	Wentworth-Smith: Geometry.....	279
168	Millikan & Gale: Physics.....	223
64	McPherson & Henderson: Chemistry.....	221
69	Bergen: Botanies.....	101
146	Allen & Greenough: Latin Grammar.....	209
	Collar & Daniell: First Year Latin, or	
146	D'Ooge: Latin for Beginners.....	263
153	Allen & Greenough: Latin Texts.....	246
129	D'Ooge: Latin Composition.....	190
199	Gayley: Classic Myths.....	221
124	Gayley & Flaherty: Poetry of People.....	143
67	Long: English Literature.....	125
	Hanson: English Composition.....	
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Say you saw it in the Sierra Educational News

A pamphlet of more than usual interest just issued by Hon. Edward Hyatt is entitled "Live Questions for Debate." There is included suggested topics for debate, outlines for argument, suggestions for forming and conducting school debates, and parliamentary practice. Copies will be sent on application to the state office.

In urging the need of vocational training, the Indiana Commission on Industrial and Agricultural Education estimates that there are fully 25,000 boys and girls in that State between the ages of 14 and 16 who have not secured adequate preparation for life work in the schools and are now working at jobs which hold no promise of future competence or advancement.

Educators and parents who are skeptical of the value of examination marks will draw encouragement from the experiment recently conducted by Supt. Harry L. Eby of Alliance, Ohio. An arithmetic test was given in the eighth grade, and Mr. Eby sent one of the papers to all the teachers in his system, with a request that they grade it as if it were of a pupil in their own classes. The resulting percentages ranged from 40 to 93. In the eighth grade alone, where uniformity might have been expected, four teachers marked the paper 50, 75, 89, and 90 respectively. In other words, one teacher would have failed the pupil outright; a second estimated him as only fair; and two others considered him practically in the 90 class.

The 1915 Club held its regular meeting on January 21st. Harrison S. Robinson of Oakland, chairman of the Efficiency Board, gave a clear cut criticism of present-day education, and offered constructive suggestions. Washburn of the commercial department, Fremont High School, spoke on the field offered those who make stenography and typewriting their life work. All members took part in discussion.

The 1913 Congress on School Hygiene will meet in the United States. Charles W. Eliot, president emeritus of Harvard, will act as president of the congress, which will be in session at Buffalo, Aug. 25-30.

The "Lathrop Industrial School" of Kansas City will care for all discontented children over 14 years of age who have reached the fifth grade and find the work of the regular school distasteful. Prevocational training will be given, and the time be about equally divided between industrial and academic branches.

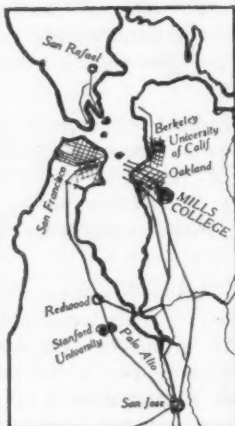
On March 12 and 13 there will occur examinations to fill vacancies in the positions of teacher, industrial teacher and clerk in the Philippine service.

Circular No. 83 issued by the College of Agriculture, University of California, is devoted to Potato Growing Clubs.

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Graduates eligible at Universities for graduate work. Mills College classified by the United States Commissioner of Education in Report of 1910 in Division A of Colleges for Women.

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THE GOLDEN RULE READERS, now being published by The Macmillan Company under the editorship of Professor Sneath of Yale, Dean Hodges of Cambridge, and Associate Superintendent Stevens of New York, provide in six books a graded course of moral instruction.

This does not mean that they are books of sermons, or proverbs, or other didactic material. On the contrary, they are full of stories and poems, most lively, interesting, and impressive.

In youth the various influences that surround the child should co-operate to develop certain ideals. A most important influence is his reading. So from the best of children's literature the editors of this series have chosen those selections that are most helpful in the development of these ideals. This is a recognition of the nation-wide demand for systematic, though indirect, moral instruction in the schools.

The material in each book has been carefully adapted to the requirements of the grade for which it is intended; and to this end the selections were subjected to special tests in various ways in the New York schools.

The first two books of the series are now ready: "THE GOLDEN LADDER," for the third grade (40 cents); and "THE GOLDEN PATH," for the fourth grade (45 cents). They may be obtained from

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SAN FRANCISCO

The name of The Western Journal of Education, published at Ypsilanti, Mich., is to be changed to that of The American Schoolmaster. This journal has always been a leader in educational opinion and its many readers will look forward to still greater accomplishments.

The annual report of the Board of Education of San Jose, and of Supt. Alexander Sherriffs, is more than an ordinarily attractive bulletin. The paper, type and mechanical features, the cuts of buildings, grounds and pupils' work and the comprehensive reports by school authorities are most interesting.

Mrs. Mary W. Kincaid, who has rendered distinguished service to the cause of education, has been re-appointed to the Board of Education in San Francisco. Dr. A. A. D'Ancona, through re-election to the presidency of the board, will have opportunity to carry forward the many advances made under his administration.

The Russell Sage Foundation has issued "A Comparative Study of Public School Systems in the Forty-eight States." California expends 33 cents for each \$100 of wealth, on its schools. The average attendance is 141 days. The highest salaries to teachers are paid in California, the average being \$918. The total expenditure for salaries is \$10,830,498.

Rand, McNally & Company of Chicago have moved into their new building, where six stories and basement are exclusively used by these publishers. Mr. C. F. Newkirk, manager of the educational department, has achieved noteworthy success and, through the character of the books brought out by him, has developed the educational department in great degree.

Dr. Fletcher B. Dresslor, formerly of California, has resigned his position as expert in Child Hygiene in the United States Bureau of Education. He goes to the Peabody College for Teachers at Nashville, Tenn. His many California friends wish him all success.

Business men of Sacramento recently met, some 100 of them, to consider the matter of vocational guidance for the young people of that city. Principal H. O. Williams and others made addresses. Many men and women have agreed to lend personal support in the various phases of the movement.

Wanted—Unbound copies of the following numbers of the Educational Review, New York: Vol. 22, Nos. 2, 3, 4 and 5; Vol. 31, No. 5; Vol. 32, Nos. 2, 3 and 4; Vol. 36, No. 2; Vol. 39, Nos. 4 and 5; Vol. 40, No. 1; Vol. 42, No. 1. W. S. Thomas, University of California, Berkeley, California.

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3. A History of England

by Allen C. Thomas, Haverford College, Penn.

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The playground and recreation movement in America is growing. Request to the Playground and Recreation Association of America, No. 1 Madison Ave., New York City, will bring information of what is being done and suggestions for constructive work.

Principal J. Franklin Walker of the Anaheim Union High School has been compelled to retire from active duties because of ill health. The Board of Education has granted him leave of absence in hopes that he may again be able to resume the work. Mr. Claude R. Prince, vice-principal, is now in charge of the school and doing very efficient work as executive. The school now numbers over two hundred and is working in one of the finest group of high school buildings in the State, erected last year, at a cost of \$130,000.

After adjournment it was found that the Southern Section, C. T. A., was entitled to an additional member on the Council. The president appointed T. J. Phillips to serve until December, 1913. The other members are J. A. Cranston, J. M. Rhodes, Hugh J. Baldwin and Miss Edith Hodgkins of Los Angeles. The two last named are new members; the others were re-appointed.

R. H. Mitchell, editor of the Nevada School Journal, died on January 15, of pneumonia. Mr. Mitchell was throughout a man and teacher. He was an honor to the profession. He made a host of friends who will deeply regret his loss.

On January 24th Dr. R. G. Boone spoke before the Civic League of Oakland.

A series of six lectures under the auspices of the Board of Education are being given in the Common School Assembly Hall of Oakland by Albert W. Palmer. The subjects deal particularly with civic improvement.

The Bradley Water Colors have just been adopted for exclusive use in the State of Utah on a five years' contract. The San Francisco office was represented in Utah by Miss Jennie Cameron.

The second semester of Mills College has opened with the largest enrollment in its history as a college. Students are registered from many states west of the Rocky Mountains. Miss Herrmann of the department of German is now at Munich and Dr. Brousseau of the department of Psychology is at the University of Chicago, on leaves of absence, while Miss Ege of the department of Mathematics has returned to this country from Germany. The Music Department, under the direction of Mr. Edward F. Schneider, is having a very prosperous year. Also the Art Department, under Mr. Guiseppe Cadenasso of San Francisco. The college had the pleasure on last Tuesday evening of hearing an illustrated lecture on Westminster Abbey by Dr. Frank L. Goodspeed of Oakland. On January 29th, Dr. Annie Dolman Inskeep lectured on some California laws of especial interest to women and children. Mr. Earle G. Linsley will lecture February 12, on "Conquest of Air," and on February 19th, Professor Maria L. Sanford will give a lecture.

Unusually Attractive Elementary Books

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Say you saw it in the Sierra Educational News

President M. E. Dailey of the State Normal School, San Jose, recently took a class of his students to observe the work of the Legislature at Sacramento.

On Jan. 27th, Child Labor Day was fittingly observed at the State University. Dr. Jessica Peixotto presided and introduced among other prominent speakers John P. McLaughlin, State Commissioner of Labor, and Joseph C. Astredo, probation officer of the San Francisco Juvenile Court. The meaning of the day was thoroughly explained.

At the annual meeting of the San Francisco center of the Civic League, recently held, Mrs. E. L. Baldwin spoke of the need of a state training school for girls. Mrs. Baldwin is doing a great work for San Francisco and for the State.

D. R. Jones has been appointed a member of the Board of Directors of the Bay Section, C. T. A., to take the place of Supt. Geo. W. Frick, recently elected president of the Section.

Twenty-seven years of continuous service as superintendent of the schools of Sacramento is the record of O. W. Erlewine. Under the new commission form of government at Sacramento, Charles C. Hughes succeeds Mr. Erlewine on the resignation of the latter, who retires to commercial life. The school people of this State extend to Mr. Erlewine their best wishes for health and happiness, and success in his new field.

The Board of Education of Sacramento has invited competition in the matter of designs for a public school building which is to be a combined elementary and grammar school for approximately 1,000 students—500 boys and 500 girls. The building is to be modern in every respect.

There are 101 teachers of agriculture in the normal schools of the United States, according to figures compiled by the United States Bureau of Education. Eighteen of them teach agriculture alone; 72 teach agriculture in combination with one or more sciences; nine teach two other subjects; and one three other subjects. One normal school teacher handles agriculture in combination with the following: "Pedagogy, didactics, history of education, civics, child study, and school management."

A bill providing for vocational continuation schools has been introduced in the Washington legislature. It provides for compulsory continuation schooling for six hours weekly, three years for boys and two years for girls, after the age of fifteen. The plan is somewhat similar to the Cooley proposal in Illinois, but differs in empowering the local school board to appoint the board to have charge of vocational training. In this and other respects it resembles the Wisconsin law enacted in 1911.

Practically everything of value published in the last few years on the problems of exceptional children and their education, both in this country and abroad, has been listed by the United States Bureau of Education in a bulletin just issued. Arthur Macdonald is the compiler of this selected bibliography of an increasingly important field of knowledge. There are about 600 titles recorded.

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At the Riverside Institute, held just preceding the holidays, Supt. Wheelock arranged a most attractive program. The speakers included Prof. Charles E. Rugh of the Department of Education, State University, and Prof. James F. Chamberlain of the Department of Geography, State Normal, Los Angeles. The work throughout was eminently practical and the interest great.

The Child Welfare Bulletin, published at Peoria, Ill., under the editorial leadership of Prof. Charles A. Bennett, should be read by teachers and parents. At 50c a year it gives information to be had nowhere else in so compact and attractive form.

State-aided industrial schools are now maintained in nineteen Massachusetts communities.

There are 635 colleges and universities listed by the United States Bureau of Education in the current Educational Directory. Ohio and Pennsylvania each have 42 institutions of college rank, and New York and Illinois 33. Missouri has 28, Iowa and Tennessee 27, Virginia 25, North Carolina 22, Indiana and Kentucky 21, Georgia 19, Kansas 19, and Massachusetts 18.

F. H. Meyer, director California School of Arts and Crafts, Berkeley, gave an illustrated lecture on January 21 at the Alameda High School, his subject being the history and development of the poster from ancient times to the present day. A lecture by Mr. Meyer at the Oakland High School on January 23d was also well received.

The Imperial County Institutes, under direction of Supt. L. E. Cooley, are much more than formal affairs. At his annual session in December, Mr. Cooley emphasized geography teaching. Imperial County is an empire in itself and important educational advance is being noted there.

The Massachusetts Board of Education has a deputy commissioner for vocational education. His duties include supervision of state expenditures in aid of vocational schools; definitions of standards of instruction; approval of courses, teachers, etc.; and, in general, the enlightenment of public opinion on this form of education.

The gold chain lost at the Normal School Auditorium, during the recent meeting of the Southern Section, C. T. A., is in the hands of Asst. Supt. A. C. Wheat of Los Angeles County.

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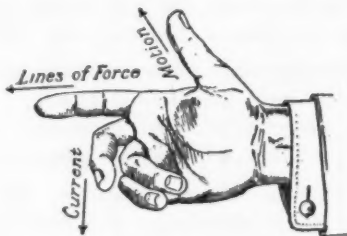
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THE DRAMATIC METHOD OF TEACHING. By Miss Finlay-Johnson.
Ginn & Company, pp. 196, price \$1.00.

"The Dramatic Method of Teaching" has the advantage of being a direct outgrowth of the writer's definite, personal experience with one hundred and fifty pupils, or thereabouts, in an English village school. The author does not fall into the error of assuming that her success in this limited experience would necessarily be duplicated under all school conditions of whatsoever kind; but, rather, she presents a quantity of rich samples full of suggestions for others to fit to their peculiar needs. The dramatic method, which the race early developed in story-telling, is here shown to be of value in the teaching of history, geography and arithmetic. In the latter subject, the "action" of this method furnishes not only a welcome diversion from the inevitable drill necessary to accuracy; but also leaves a residuum of concrete fact which the child's mind has been stimulated to acquire through the agency of the dramatic appeal. Many of the illustrations of method given in the book would have to be adapted in respect to the time-element; some would require elaboration. Simplicity should be the main characteristic in such a device. It may also be suggested that, while dramatic action is effective always, yet, like other good things in life, it may be overdone, and should be used alternately with or be succeeded by, other schemes of instruction, for example, spontaneous drawings to illustrate stories of an historical, mythical or fabulous character.

A. J. CLOUD.

A QUARTER CENTURY OF PUBLIC SCHOOL DEVELOPMENT. By William H. Maxwell, Superintendent of Schools of the City of New York. With an introduction by Nicholas Murray Butler. American Book Co., pp. 417, price,

This is a timely discussion of selected school and educational problems. Few important school questions have been considered anywhere in the last generation that have not arisen in the great city system over which Dr. Maxwell has had such distinguished influence. No superintendent of schools in the several hundred larger cities of the United States can afford not to know how these have been regarded and answered in the American metropolis.

The kindergarten; manual training; trade and continuation schools; school health and hygiene; summer schools and playgrounds; high schools, their attendance and teachers; the salaries and certificating of teachers; city school systems and their modern organization; and, in particular, the "Controversy of 1904" (covering special branches and so-called fads), are all given admirable treatment.

Few men have seen so clearly, or faced so courageously, or with such far-seeing intelligence, the responsibility of the teacher—the public school teacher and executive. "His career," Dr. Butler well says, "is at once an example and an inspiration." The book is worthy of a place on every teacher's table.

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The method develops many other excellencies. It enables the learner to use his little fingers accurately from the start for their most important function in touch typewriting—resting upon the guide keys and keeping the other fingers in position for swift and accurate attack upon the keys. It simplifies learning by teaching the keyboard in finger groups and establishing correct finger-key association at the start. It gives correct hand position by enabling the learner easily to keep his little fingers on the guide keys while operating the other keys. It focuses attention upon a definite finger and upon a definite section of the keyboard at a time, with the resulting deepening of impression that makes for efficiency.

More than that, "Rational" produces a balanced hand action that is impossible with the old-time methods which bring into simultaneous use all the fingers with the first lesson.

These are only a few of the pedagogical reasons why "Rational Typewriting" leads all other manuals in efficiency and popularity—why it has revolutionized the teaching of touch typewriting. Write today for a sample copy—to teachers, 50c.

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THE SILVER-BURDETT ARITHMETICS, BOOK TWO. By George Morris Philips, Principal West Chester, Pa., State Normal School; formerly Professor of Mathematics, Bucknell University, and Robert F. Anderson, Professor of Mathematics, West Chester, Pa., State Normal School. Silver, Burdett & Company, pp. 286, price,

The writers of the Silver-Burdett Arithmetics, Book Two, have undoubtedly succeeded in incorporating into their text much valuable information. The problems are not only arranged to give practice in handling numbers, but contain facts worth remembering.

The subject of cancellation is treated in rather a careless manner, but the explanations throughout the book are generally very satisfactory. Among the points worthy of special mention are: the omission of subjects not ordinarily needed; the use of graphic illustrations; and the problems in postage and other business transactions. It seems as though the boy or girl who has conscientiously studied such a book ought to be able to successfully handle the problems of every day life.

H. C. VAN BUSKIRK.

PLANT AND ANIMAL CHILDREN—HOW THEY GROW. By Ellen Torelle, Former Fellow of Bryn Mawr College and Scholar of the Naples Table Association at the Zoological Station at Naples. D. C. Heath & Co., pp. 230, price,

This book is prepared especially for the elementary schools and is couched in plain and simple language. It discusses the growth of "plant children" and of "animal children." The fundamental facts underlying botany and zoology are so brought out that the interest of the student is held, and such facts are given as all should know. The relation of the biological problems as seen in plants and animals is easily carried over and applied to human life. The foundations of agriculture are also clearly demonstrated. The cuts are excellent. The book may be used as a text and serve as a basis for advanced courses in the biological sciences.

SOUTH AMERICA—OBSERVATIONS AND IMPRESSIONS. By James Bryce, Author of "The Holy Roman Empire," "The American Commonwealth," etc. The Macmillan Company, pp. 589, price \$2.50.

The rapid development of the South American republics is attracting the attention of the world, and people are desirous of securing accurate information regarding these countries and their people. It is therefore a matter of no small moment that the noted author, James Bryce, has given to the public the results of his observations in South America.

A very instructive chapter is devoted to the Canal Zone. Traveling southward, the author visits several of the coastal cities of Peru before putting in at Mollendo. By rail Cuzco, in the heart of Peru, is reached. This ancient capital, as well as Lake Titicaca and La Paz, Bolivia, is graphically described. The Transandine Railway, Chile and the Strait of Magellan are adequately treated, and there are excellent chapters on Argentine Republic, Uruguay and Brazil. In a highly interesting manner the author compares the conditions under which settlement and develop-

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ment in North and South America have taken place. In the closing chapter some lines along which the future development of South America may occur, are suggested.

Mr. Bryce has observed closely, and he has recorded his observations in such a way as to enable the reader to very clearly picture the country and the people. The book will be of interest and value to teachers of history and geography, to the prospective traveler and to the one who simply desires to be informed regarding South America.

JAMES F. CHAMBERLAIN.

SCHOOL BUILDINGS. By Walter H. Parker, A.A.I.A. Whitaker-Ray-Wiggin Co., pp. 80, price \$1.00.

This book, written by a practical and experienced architect, gives in condensed form vital information on school buildings. The author takes up such fundamental features as the amount of air required by each pupil, the arrangements of assembly halls, the heating of buildings, sanitary features, equipping of shops and laboratories, planning and furnishing offices and rooms, decoration of walls, drinking fountains, gymnasiums, laying out of grounds, etc. Fire protection, lunch rooms, library, work of janitors, and other vital factors are given consideration. On the whole, the book is well worth placing in the hands of principals, superintendents, trustees and libraries.

THE EARLY SEA PEOPLE. By Katharine Elizabeth Dopp, Lecturer in Education in the Extension Division of the University of Chicago. Rand, McNally & Co., pp. 224, price 50 cents.

This is another of Miss Dopp's attractive books in the industrial and social history series. Intensely interesting from cover to cover it makes it appeal to old and young alike. In simple language and most readable form, the author shows the various steps in race progress. While scientific terms are not used, the book is based upon the most accurate information attainable today. The modes of life, dress, dwellings, and the implements, industries, methods of hunting, etc., are set forth. The photographs are excellent. "Things to Think About and Things to Do" accompany each story.

BOOKS RECEIVED

- Rand, McNally & Co.: Lincoln, A Man of the People, by Wm. H. Mace, pp. 191. The Autobiography of Benjamin Franklin, edited by Geo. B. Alton, pp. 314. Ginn & Co.: A Textbook in the History of Modern Elementary Education, with Emphasis on School Practice in Relation to Social Conditions, by Samuel Chester Parker, Associate Professor of Education and Dean of the College of Education of the University of Chicago, pp. 505, price \$1.50. Silver, Burdett & Co.: Mewanee, the Little Indian Boy, by Belle Wiley, Critic and Teacher of Methods, Training School for Teachers, Rochester, N. Y., pp. 101. The Story of Panama, the New Route to India, by Frank A. Gause, Supt. Canal Zone Public Schools, and Chas. Carl Carr, Prin. Canal Zone Public High School, pp. 290, price \$1.50. D. C. Heath & Co.: New High School Algebra, by Webster Wells and Walter W. Hart, pp. 424, price \$1.20. The Macmillan Co.: Peter Ramus and the Educational Reformation of the Sixteenth Century, by Frank Pierrepont Graves, pp. 226, price \$1.25. American Book Co.: Outline for Review Civics, by Arthur Mayer Wolfson, pp. 80. Macaulay's Lays of Ancient Rome and Other Poems, edited by W. Patterson Atkinson, pp. 133, price 20 cents. Latin Subordinate Clause Syntax, by M. A. Leiper, pp. 55. Constructive Carpentry, by Charles A. King, pp. 176, price 20 cents. Inside Finishing, by Charles A. King, pp. 227. Price 80 cents. Houghton, Mifflin Company: The Teachers' Health, A Study in the Hygiene of an Occupation, by Lewis M. Terman, pp. 137, price 68 cents. Vocations for Girls, by Mary A. Laselle and Katherine E. Wiley, pp. 139, price 85 cents.



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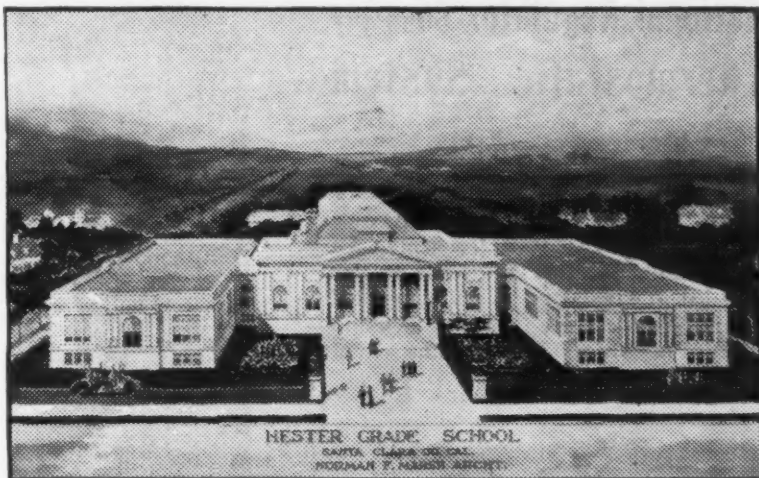
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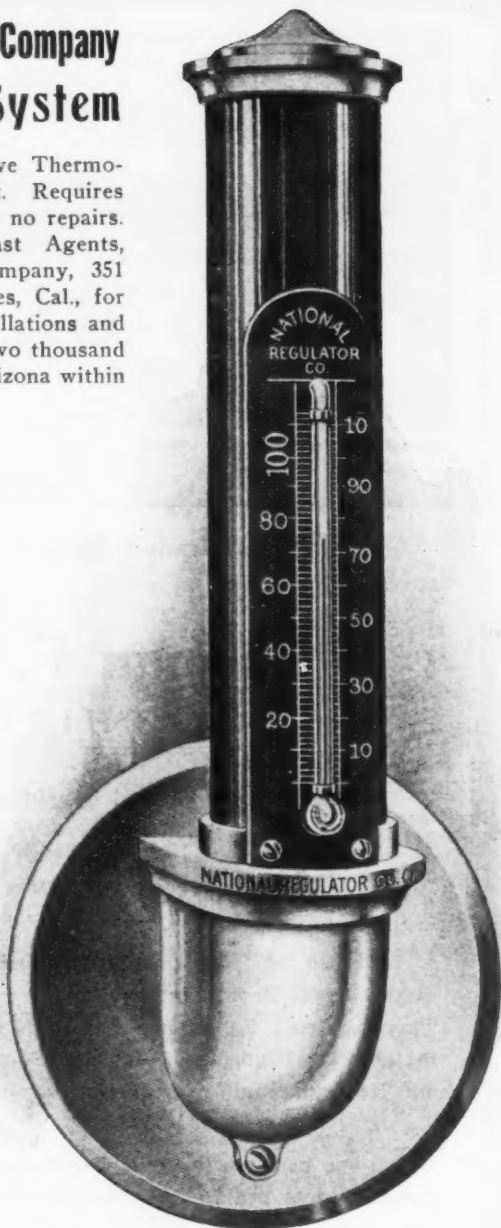
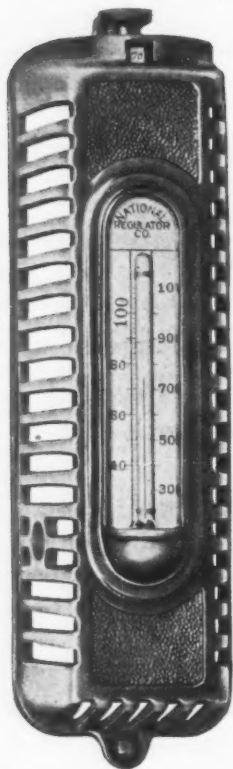
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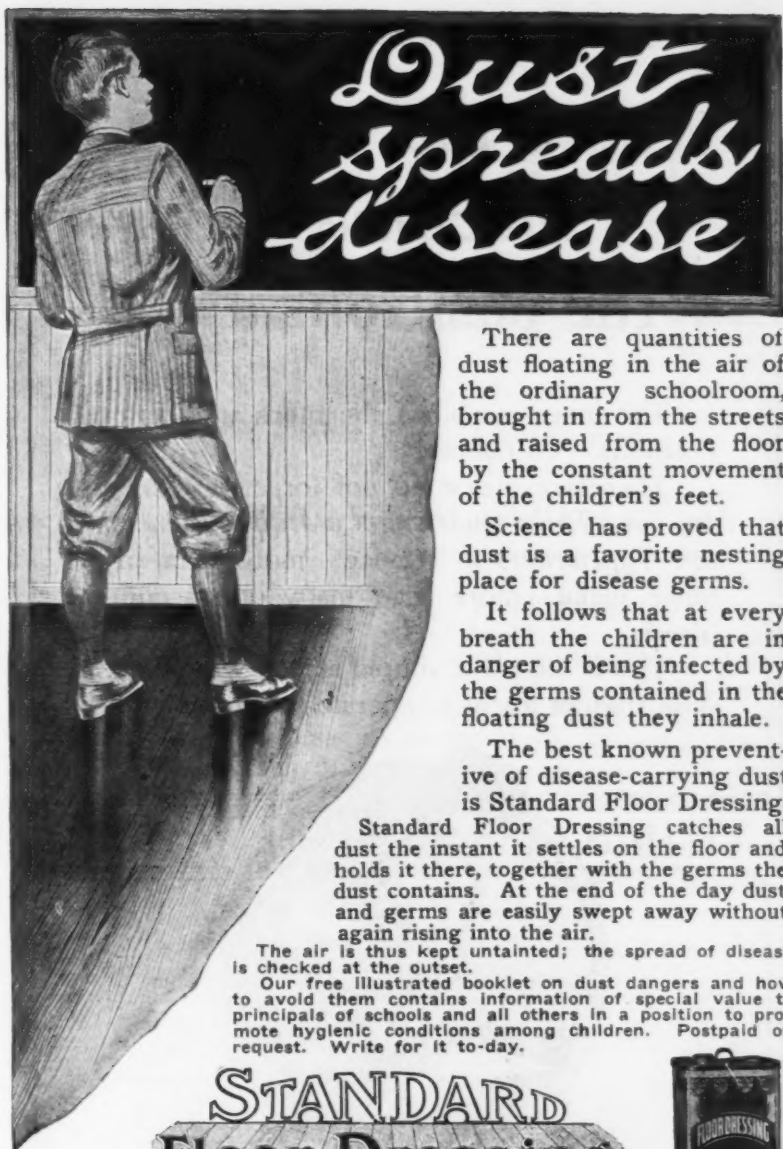
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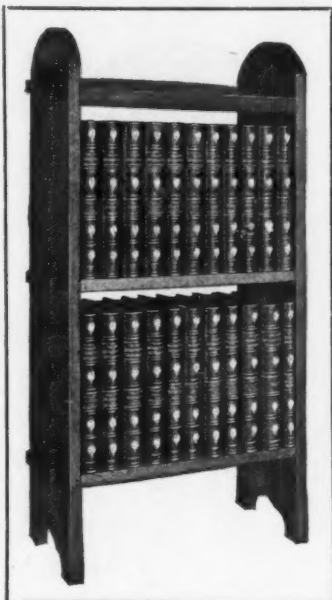
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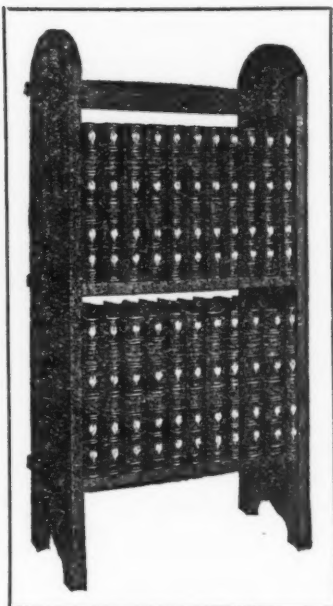
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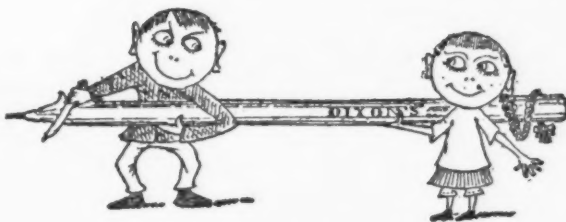
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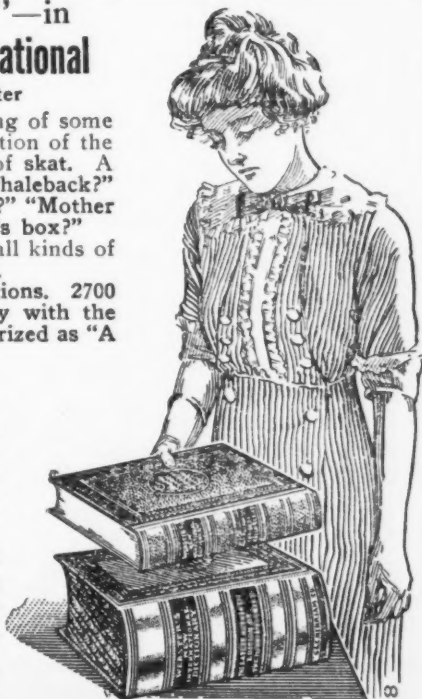
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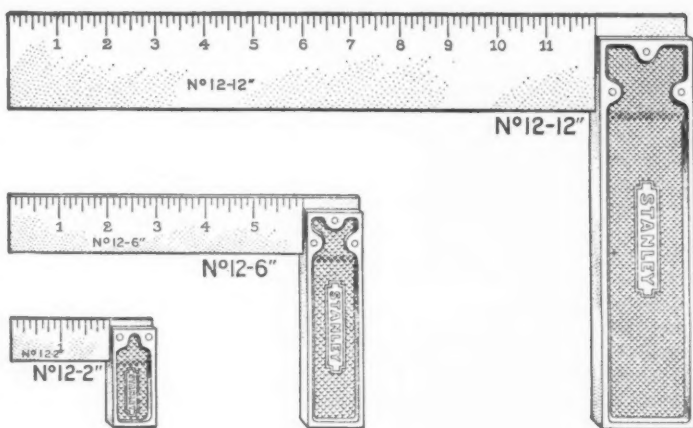
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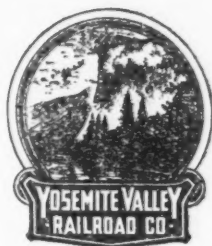
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